

Orchard House Pre-School

82 Park Road, Ware, Hertfordshire, SG12 0AN



Inspection date

19 October 2015

Previous inspection date

8 June 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children make good progress and are well prepared for the next stage in their learning, or school. The well-qualified staff competently use purposeful teaching methods and accurately assess children's development. Staff provide a range of experiences that meet children's individual needs and build on their interests and achievements.
- Staff support parents well in extending their children's learning. Induction meetings and extensive information, completed by parents, help to establish clear starting points for learning. Diaries and regular parent's evenings assist with the review of children's progress and contribute towards planning.
- Staff are good role models who take every opportunity to promote positive behaviour. Children demonstrate close attachments with staff and seek them out to share their play. Children share their toys and work together during activities, such as when using bricks to build. They are developing clear social awareness.
- Leadership is strong. The manager, staff and committee work well together and are committed to developing the setting. Thorough self-evaluation leads to relevant improvements. Staff have diligently addressed all actions and recommendations made at the last inspection.

It is not yet outstanding because:

- Performance management of staff does not make maximum use of all information available. This fails to ensure that professional development is highly focused.
- The manager and staff are at an early stage of tracking the progress of individuals and groups of children to identify any gaps in learning in order to make changes to the provision.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- build on the system of performance management further to maximise incisive evaluation of staff practice and focus professional development
- embed the system for tracking and monitoring the progress made by different groups of children to make sure that any gaps in learning are quickly addressed.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed their findings.
- The inspector held a meeting with the manager and chairperson of the committee, and looked at relevant documentation, such as the pre-school's self-evaluation records. The inspector also looked at the policy folder, staff training certificates, induction process and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Lynne Talbot

Inspection findings

Effectiveness of the leadership and management is good

The manager, staff and committee review all procedures to ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are met. They inform Ofsted promptly of any changes to the committee and complete suitability checks. The arrangements for safeguarding are effective. Staff and committee members complete training regularly. There is a clear procedure with regard to the use of mobile phones and cameras in the setting. Recruitment and induction are robust. New staff are monitored closely during their probation period to help to ensure good quality practice in the setting. The manager observes staff practice regularly and reviews the setting through 'learning walks'. This helps to identify areas for development, such as improvements to the construction and music areas. However, the manager's implementation of performance management is not fully embedded to support highly focused professional development.

Quality of teaching, learning and assessment is good

Staff follow the learning and development requirements of the Early Years Foundation Stage to enhance their teaching. They provide opportunities for children to practise the skills they are acquiring. For example, children confidently write shopping lists and letters to post in the role-play areas. Staff skilfully link activities to children's spontaneous activities. For example, staff help children to build houses from different types of blocks to extend on their interest of a well-known story. They follow this by reading the storybook and children listen intently; they join in with familiar rhymes and extend their interest in literacy. Staff introduce children to each other's culture and language. Parents translate key words to be shared. Staff ensure that all children, including those who speak English as an additional language, make good progress. However, the devised method of tracking the progress of groups of children to identify any gaps in learning is new and not yet fully embedded.

Personal development, behaviour and welfare are good

Children are developing an understanding of the importance of good health; they are assisted to meet their own self-care needs. Children competently select and serve their own snacks and drinks showing developing independence. Children are active and develop their physical skills. Staff make the best possible use of the outdoor area to enhance learning for children who prefer to be outside. Children use a broad range of materials outside, including writing on large chalkboards. They balance on stepping stones, build with blocks, ride bikes and play in the wooden house. Children investigate the natural world, for example, by observing growth and the decay of fruits that they have picked. They also use magnifying glasses to observe snails that they find in the garden.

Outcomes for children are good

All children make good progress given their starting points. They manipulate materials and persist with activities. For example, children develop concentration and fine motor skills as they use large wooden tweezers to select and move toy bumble bees into matching coloured pots. Staff closely observe how motivated and engaged children are with activities and develop clear plans showing how they support children's quality of learning.

Setting details

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|------------------------------------|------------------------------------|
| Unique reference number | 127954 |
| Local authority | Hertfordshire |
| Inspection number | 1017596 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 40 |
| Name of provider | Orchard House Pre-School Committee |
| Date of previous inspection | 8 June 2015 |
| Telephone number | 01920 486627 |

Orchard House Pre-School was registered in 1995. The provision employs six members of staff. Five staff hold appropriate early years qualifications at level 3. The provision opens Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The provision also opens Monday to Thursday with sessions from 1pm to 4pm. Children may also attend a lunch club from Monday to Thursday between 12.15pm to 1pm. The provision provides funded early education for three- and four-year-old children.

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