

# Breakspeare Community Pre-School

School Mead, Abbots Langley, Hertfordshire, WD5 0LB



<b>Inspection date</b>	6 October 2017
Previous inspection date	31 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff build extremely strong partnerships with parents to promote children's care and personal requirements. They tailor practice meticulously to the needs of children, who swiftly settle in their care. Children show strong bonds and attachments with staff and peers. They are happy, comfortable and have loads of fun at pre-school.
- Children fully benefit from routines that are expertly planned to promote their skills. Staff are outstanding role models, and astutely promote children's independence through comprehensive instructions and guidance. Children listen to staff with great attention and are remarkably independent in managing their personal needs.
- Teaching is good; at times outstanding. Well-qualified staff plan interesting and challenging activities to promote children's learning. For example, children talk about their families, what they enjoy doing at home and read stories about different families. They show advanced skills, as they describe and draw people special to them. Assessments and tracking show all children make good progress.
- Staff conduct risk assessments of premises to ensure that children are safe to play and explore. They teach them skilfully about personal safety during play and routines.

### It is not yet outstanding because:

- Staff have developed partnerships with other settings that some children attend. However, they do not maintain a continuous exchange of information that enhances children's continuous support and already good learning.

## What the setting needs to do to improve further

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

- exchange detailed information about children's learning with other settings that they attend, to enable a greater shared approach to children's learning.

### 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 spoke with children and staff during the inspection.
- The inspector completed joint observations of activities with the pre-school manager.
- The inspector held meetings with the pre-school manager. She looked at evidence of staff's suitability, their qualifications and training. She talked about the procedures for self-evaluation with the pre-school manager.
- The inspector spoke with a small selection of parents and took account of their views.

### Inspector

Karina Hemerling

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff take part in training and regular discussions about child protection. They understand the signs of abuse and securely know the steps to take, should concerns arise about children in their care. Staff have regular suitability checks and benefit from ongoing supervisory meetings with the highly skilled manager. They take part in training to develop their skills and teaching, and work with the manager to track children's progress. Additional funding is used well to promote children's individual needs. Parents are engaged effectively in the reflective practice, successfully helping staff in ensuring the continuous improvement of the pre-school.

### Quality of teaching, learning and assessment is good

Staff provide children with a good balance of adult-led and child-led play opportunities. They ensure that children have a wide choice of toys, resources and activities to extend their learning. For example, children choose their favourite book and staff read to them with enthusiasm. Children reach for props, retell and act out the story with peers. They are confident communicators. Staff narrow gaps in children's learning with a range of small- and large-group activities. For example, children develop mathematical language as play with puzzles and learn literacy skills, as they recognise and trace their written names. Staff and parents work together and effectively support children's good learning.

### Personal development, behaviour and welfare are outstanding

Staff are very welcoming and maintain an expert key-person system that contributes fully to children's well-being. All children show exceptional social skills. They make friends and play together in great harmony. Promoting children's very-good health is given utmost priority. Children learn about healthy eating during snacks and at lunchtime. They enjoy first-hand experiences, such as planting in the garden. They proudly cook a vegetable soup using the vegetables grown by them. Staff work with parents in excellent partnerships to support children's emotional needs. Children behave exceptionally well. Staff often praise them and boost their self-esteem. Children are confident and benefit from staff's outstanding care practice.

### Outcomes for children are good

Children make good progress, given their starting points in learning. Those who speak English as an additional language, learn English at a fast pace. Children who have special educational needs and/or disabilities benefit from staff's expert support, and good links with external professionals. Children learn about each other's cultures, different festivals and have plenty of opportunities to explore and learn about their community. They show an advanced understanding of the world and of science. For example, children mix water and sand to create cement for the tower they build with large bricks outside. Children develop their skills across all areas of learning. They are prepared for their move on to school effectively.

## Setting details

<b>Unique reference number</b>	EY413936
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1094451
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Breakspeare Community Pre-School
<b>Registered person unique reference number</b>	RP529312
<b>Date of previous inspection</b>	31 March 2015
<b>Telephone number</b>	01923 274483

Breakspeare Community Pre-School registered in 2010. The pre-school employs 17 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or 3, including two with qualified teacher status. The pre-school opens from Monday to Friday, during term time only. Morning sessions are from 9.15am to 11.45am and afternoon sessions are from 12.30pm to 3pm. There is an optional lunch club that operates from 11.45am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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