

# Tilehouse Street Pre-School and Nursery



Tilehouse Street Baptist Church, Upper Tilehouse Street, Hitchin, Hertfordshire, SG5 2EE

**Inspection date** 27 June 2018  
Previous inspection date 22 April 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The key-person system is effective. Children are settled, they form good bonds with their key person and are confident to seek comfort from them. This helps to promote children's emotional well-being.
- The management team has worked with advisors from the local early years team to support staff to embed positive behaviour management strategies. Staff have undertaken training and work well together to ensure children understand expected behaviours in the pre-school. Children behave well and listen carefully to staff.
- Partnerships with parents are strong. Staff gather detailed information about children's learning at home from when they start.
- Parents give positive feedback about how caring and supportive staff are. They comment how staff share information and resources to support them with any changes at home. For example, staff support parents when they start to toilet train their child or with how to talk about feelings at difficult times with their child.

### It is not yet outstanding because:

- At times, staff do not always plan with a sharp focus on children's next steps to help children make even better progress.
- Although the management team reviews the progress of groups of children, the system is not fully implemented to check that all children receive the support they need promptly.

## What the setting needs to do to improve further

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

- plan activities with a sharp focus on children's next steps in learning so they make even better progress
- develop further the already good monitoring of the progress made by different groups of children and check that all groups receive the support they need to help them achieve at the highest possible level.

### 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 carried out a joint observation of an activity and evaluated this with management.
- The inspector discussed children's assessment and the planning. She looked at a range of documents, including the safeguarding procedure.
- The inspector held a meeting with the manager. She discussed the nursery's self-evaluation and checked evidence of the suitability of staff working within the nursery.
- The inspector spoke to parents during the inspection and took account of their views and other written feedback. The inspector spoke to staff and children when it was appropriate.

### Inspector

Rebecca Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are carefully vetted to ensure their suitability to work with children. They have safeguarding training to ensure their knowledge is current. Staff are confident in their knowledge of how to refer any concerns about the welfare of a child. Staff and management follow the robust policies and procedures to ensure the safety of children. Safeguarding is effective. The management team recently developed the outdoor learning environment, following feedback from parents and children. Children play for long periods in the sandpit, learning how to play alongside each other and share resources. The management team conducts staff supervision meetings regularly. They support the development of staff effectively and identify training needs to improve the experiences and outcomes for children. Partnership working with other professionals is strong. Teachers are invited in to help support children with the move on to school.

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

The well-qualified staff provide a good variety of activities and resources to support children. Staff know the children well and share information on children's progress regularly with parents. Younger children are keen to take part in activities. For example, they make the sounds of a train and say the words as they join in action songs, developing their communication skills. Staff naturally introduce mathematical concepts, such as the language of size during play. After active play children feel their hearts pumping in their chests and gain an understanding of the effect of exercise on their bodies. Staff support children who speak English as an additional language in a variety of ways, including the use of visual aids and gather key words in children's home language.

### Personal development, behaviour and welfare are good

Children are engaged and confident during their play. They enjoy their sessions at the welcoming nursery and interact positively with staff and their friends. Staff teach children the importance of keeping themselves safe. For example, children explain to staff what they need to do to stay safe in hot weather and what the dangers are. Staff support children to develop their independence. Children wash their hands, help set out snack and choose from a good variety of healthy snacks. They tell staff that they need good food to help them grow. Children enjoy regular fresh air and outdoor play. Staff promote children's physical development in a variety of ways, including regular planned activities, such as crawling over obstacles and negotiating space.

### Outcomes for children are good

All children are making good progress from their starting points, including those in receipt of additional funding and those who speak English as an additional language. Additional funding is used well to promote children's communication and physical skills. Children gain the skills and knowledge they need for the next stage in their learning. Children learn to link sounds and letters. They learn to control their pencils, practise writing their names and draw the butterflies as they watch them hatch.

## Setting details

<b>Unique reference number</b>	EY274596
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1091841
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Tilehouse Street Pre-School Committee
<b>Registered person unique reference number</b>	RP909209
<b>Date of previous inspection</b>	22 April 2015
<b>Telephone number</b>	01462 454717

Tilehouse Street Pre-School and Nursery registered in 2003. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3; one at level six and one holds qualified teacher status. The pre-school opens on Monday to Thursday, from 9am to 3pm and on Fridays from 9am to midday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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