

Abbots Langley Pre-School

St Lawrence Church Hall, Abbots Langley WD5 0AS



Inspection date	23 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Children are warmly welcomed into this fun, well-resourced pre-school. The quality of teaching is good. Staff provide a wide range of interesting learning experiences for children. They plan activities that motivate children to learn effectively.
- Partnership with parents and is a strength of the pre-school. Staff get to know the children and their families very well. Parents comment on how welcome and well supported they feel and say that their children love coming to the setting.
- Staff support children to recognise their names and develop an understanding of the sounds that letters make. This has a positive impact on the development of children's literacy skills.
- Staff use every opportunity to develop children's independence and social skills. Children enjoy pouring their drinks and serving their food at snack time. Staff sit at the table with them. They encourage conversations, and offer appropriate support to enable all children to become independent.

It is not yet outstanding because:

- The management team do not make best use of systems for staff supervision in order to identify ways to build on their already good practice.
- Self-evaluation is not sharply focused on targeting priorities for improvement that help to raise the quality of the pre-school to an outstanding level.

What the setting needs to do to improve further

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

- enhance the systems that are in place for staff supervision to build on their good-quality teaching skills even further
- strengthen the process for self-evaluation to plan more precisely for further improvements that will help to raise the quality of the pre-school to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the pre-school manager.
- The inspector held a meeting with the managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jacqui Oliver

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff understand the importance of keeping children safe. They know the procedure to follow should they have any concerns about a child's well-being. The provider, managers and staff work very well as a team. They attend specific training, and work with specialists and parents to ensure that they fully support all children. The manager checks the children's progress and promptly identifies any gaps in their learning. Additional funding is used well to ensure all children make good progress. Staff develop strong partnerships with parents. They provide resources and ideas for activities that they share with parents to extend children's learning at home.

Quality of teaching, learning and assessment is good

The learning environment is very well resourced. Children have lots of fun and extend their creativity and imagination in the role play areas. They develop their physical skills as they thread pasta to make sparkly necklaces. Children explore different textures, such as play dough. They eagerly roll, pat and cut dough into different shapes, creating their favourite role-play food. Staff use effective resources and strategies to promote children's communication and language. For example, they use visual prompts and sign language to help children's understanding of the daily routines. They develop their problem-solving skills as they discuss shapes that will fit together as they use construction resources to make a tower.

Personal development, behaviour and welfare are good

Staff are very supportive, helping all children to settle quickly and enjoy learning. Staff give a high priority to ensuring children learn about the importance of safe and healthy lifestyles. Children eat nutritious snacks, have regular exercise and follow good hygiene routines. They are happy, confident and well behaved. They enjoy taking responsibility for small tasks, such as tidying away the toys and serving themselves at snack time. Children have many opportunities to learn about different people, communities and their cultures. Parents come into the pre-school to talk to the children and tell them stories. Children go on trips into the local community and learn about helping others. For example, they sing carols to the local people at Christmas time.

Outcomes for children are good

Children, including those receiving additional funding, are developing good skills in readiness for school. They learn to share, take turns and play well together. Younger children learn about cause and effect as they play with a range of toys with buttons to press and flaps to open and shut. Children learn early reading and writing skills, such as sounding out letters and using a range of equipment to make marks and express their ideas. They express a keen interest in books as they sit together in the comfy book area. Children are active learners and become engrossed in activities and concentrate for extended periods of time.

Setting details

Unique reference number	EY540884
Local authority	Hertfordshire
Inspection number	10080181
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	44
Name of registered person	Abbots Langley Pre-School Limited
Registered person unique reference number	RP548520
Date of previous inspection	Not applicable
Telephone number	07703 449085

Abbots Langley Pre-School registered in 2016. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during term time only. Morning sessions are from 9am to midday, a lunch club is offered from midday to 12.30pm and afternoon sessions are from 12.15pm to 3.15pm. The pre-school provides funded early education for two-, three- and four-year old children.

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