

# Redbourn Pre-School

Methodist Church Hall, North Common, Redbourn AL3 7BU



<b>Inspection date</b>	31 January 2019
Previous inspection date	16 December 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 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's physical development is well promoted. They enjoy many opportunities to develop active skills, such as climbing and scooting. Children develop their hand-to-eye coordination in a variety of ways. For example, they concentrate as they play fishing games, roll dough and complete jigsaw puzzles.
- Children enjoy their time at pre-school. Effective settling-in systems support children who are new to the setting to settle quickly.
- Parents comment favourably how happy children are and how staff help to build children's confidence.
- Staff have benefitted from behaviour management training. They are good role models and regularly remind children of the expected behaviours. Children behave very well. They take turns, share and help one another. They are kind to their friends and demonstrate friendly behaviour.
- The manager actively seeks and uses feedback from children, parents and staff to help evaluate the provision. She uses this information effectively to drive further improvements. For example, staff regularly evaluate activities afterwards to see how they can further improve the experiences and outcomes for children.
- At times, staff do not allow sufficient time when asking children questions to allow them to answer.
- There are missed opportunities to teach children about the importance of a healthy lifestyle and to develop a positive attitude to healthy eating.

## What the setting needs to do to improve further

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

- support staff to develop their questioning skills so that they allow children sufficient time to think and answer before asking the next question
- extend the opportunities for children to learn about the importance of a healthy lifestyle and to develop a positive attitude to healthy eating.

### 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 the manager.
- The inspector discussed children's assessment and the planning. She looked at a range of documents, including the safeguarding policy.
- The inspector held a meeting with the manager. She discussed the pre-school's self-evaluation and checked evidence of the suitability of staff working within the pre-school.
- 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**  
Becky Williams

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a secure understanding of how to identify potential signs of abuse. They are confident in the procedures to follow if they have any such concerns about the welfare of children. Staff carry out regular safety checks to ensure risks in the pre-school are reduced. The manager completes rigorous checks to help ensure that staff are suitable to work with children. The manager conducts regular staff supervision meetings. She uses these to identify further training opportunities in order to support staff development. The manager effectively mentors staff and helps them develop their practice even further. She works alongside staff and models good practice. For example, they plan as a team to support children's next steps in learning. The manager carefully reviews the progress of groups of children to identify any areas where they may need further support. She uses this information effectively to help address any gaps. As a result, children enjoy more opportunities and concentrate for longer periods in mathematical activities.

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

The highly qualified and experienced staff understand how to support children in their next steps of learning. Staff work closely with parents and regularly review children's progress with them and share ways to support children's learning at home. Partnerships with parents and other professionals are effective. Children are keen learners. They demonstrate good levels of concentration and follow instructions well. Children enjoy filling sensory bottles with natural resources. Staff understand how to extend activities. They follow children's interests and keep them engaged. Staff use praise well and children are proud of their achievements. They proudly show staff and visitors their work. Staff introduce mathematical concepts naturally into activities. Children develop their understanding and use of mathematical language, such as size and positional language.

### Personal development, behaviour and welfare are good

Staff provide frequent opportunities to support children to develop their independence skills. For example, children put on their coats and gloves before playing outside and learn to look after their belongings. They learn why and how to keep themselves safe and warm when playing outside in cold weather and the importance of good hygiene practices. Children benefit from regular fresh air. They patiently wait and happily take turns with their friends. Children listen carefully to staff and talk confidently in groups. Children learn about their own and other children's cultures. For instance, they make decorations and lanterns for Chinese New Year.

### Outcomes for children are good

Children develop the skills needed for the next steps in their learning or school. They develop their literacy skills. For example, children join in eagerly with rhymes to learn about letters of the alphabet. They enjoy regular stories as a group and independently choose to look at books. All children make strong progress, including those whose starting points are lower than average. Children who are in receipt of additional funding benefit from targeted opportunities to develop their personal and social skills.

## Setting details

<b>Unique reference number</b>	EY287400
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10063562
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Redbourn Pre-School Committee
<b>Registered person unique reference number</b>	RP907246
<b>Date of previous inspection</b>	16 December 2015
<b>Telephone number</b>	07814 634808

Redbourn Pre-School registered in 1987 and is run by a voluntary committee of parents. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday from 8.30am until 1pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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