

# Potten End Pre-School

Potten End Pre School, The June Farmery Building, Water End Road,  
Berkhamsted HP4 2QW



|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 26 September 2018 |
| Previous inspection date | Not applicable    |

|   |                         |                |          |
|---|-------------------------|----------------|----------|
| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|   | 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

- Partnerships with parents are effective and parents speak highly of the well-established staff team. Staff encourage daily discussions and share information with parents. This supports parents to extend their children's learning at home.
- Staff encourage children's physical development. They provide daily opportunities for children to use the outside area. In addition to this, children enjoy daily yoga and exercise sessions to support their physical skills.
- Children are creative. They explore a range of various textures during art activities and confidently describe the feel of the different materials.
- The staff team review and evaluate the setting in different ways. For example, they welcome the views of parents and children and regularly evaluate activities and experiences. This supports the staff team to make changes that promote continuous improvement.
- Staff promote good opportunities for children to learn about their personal safety and risks. For example, they encourage children to learn about using equipment properly, while manoeuvring bicycles and other wheeled toys.

### It is not yet outstanding because:

- Children who prefer to play and learn outdoors do not always have the resources they need to develop their early writing skills.
- On occasions, staff do not always make strong links with all other agencies and professionals to enable a shared approach to children's care and learning.

## What the setting needs to do to improve further

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

- enhance more opportunities for children who prefer to learn outside to develop their early writing skills
- strengthen partnerships with all agencies and professionals to fully support and compliment children's care and learning experiences.

### 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 held a meeting with the pre-school manager. She looked at relevant documentation and reviewed evidence of the suitability of staff and committee members linked to the pre-school.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the pre-school manager.

### Inspector

Jo Rowley

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear knowledge of the procedures to follow and understand how to protect the children in their care. They attend regular safeguarding training and know the correct professionals to contact if there are concerns about children's welfare. In addition to this, staff give specific attention to the security of the premises and environment to prevent unauthorised access. The manager has robust recruitment and induction procedures in place to promote staff suitability. The pre-school committee support the manager with regular meetings to discuss the running of the pre-school. The manager supports staff with regular supervision and appraisal meetings. She monitors the quality of teaching in the pre-school and encourages staff to identify their own training and development needs.

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

Staff place a sharp focus on children's communication and language development and are effective role models. They introduce children to a wide range of new words and extend their learning using effective strategies, such as open-ended questioning. For example, during story and group time activities staff encourage children to talk about what they think happens next. This supports children's growing vocabulary and confidence very well. Children are happy and enjoy a wide range of role-play activities. They have fun imagining that they are doctors, as they pretend to make each other better. Staff complete regular observations and assess children's learning. They use the information they gain to plan a wide range of activities that incorporate children's interests and next steps in learning. This supports children to engage and helps them to make good progress. Children confidently make up their own games and concentrate for long periods of time. For example, they create a range of 'cooked items' in the outside mud kitchen, sharing their suggestions and ideas happily.

### Personal development, behaviour and welfare are good

Children behave well and are kind to each other. They show excitement to see their friends on arrival at pre-school, separate from carers with ease and settle quickly at activities. Staff are kind and nurturing. They show genuine interest in the interactions and discussions they have with children and are good role models. Staff promote children's personal, social and emotional development with opportunities, such as small group activities. This helps children to form early friendships. Staff reward children with positive praise and encourage them to share and take turns with the toys and resources. Children learn about the importance of good hygiene. They follow routines that include regular hand washing before snacks and lunch.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. They are motivated and eager to join in with experiences that support them in acquiring the skills they need for school.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY500714                           |
| <b>Local authority</b>                           | Hertfordshire                      |
| <b>Inspection number</b>                         | 10076735                           |
| <b>Type of provision</b>                         | Sessional day care                 |
| <b>Registers</b>                                 | Early Years Register               |
| <b>Day care type</b>                             | Childcare on non-domestic premises |
| <b>Age range of children</b>                     | 2 - 3                              |
| <b>Total number of places</b>                    | 26                                 |
| <b>Number of children on roll</b>                | 40                                 |
| <b>Name of registered person</b>                 | Potten End Pre-School Association  |
| <b>Registered person unique reference number</b> | RP535441                           |
| <b>Date of previous inspection</b>               | Not applicable                     |
| <b>Telephone number</b>                          | 01442877489                        |

Potten End Pre-School re-registered due to a change in legal status in 2016. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above, including the manager who has an early years degree. The pre-school opens from Monday to Friday, from 9am until 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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