

Much Hadham Pre-School

Oudle Lane, Much Hadham, HERTS, SG10 6DQ



Inspection date

12 May 2015

Previous inspection date

25 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Activities inspire the children. The excellent outdoor environment has been further enhanced with a mud kitchen and gardening area. Children are really engaging in these experiences and their understanding about lifecycles and living things is rapidly growing.
- Practitioners are interested in children's learning. They work with children, sit at their level, and investigate and explore together with them. They support children to make connections between their experiences, which helps to consolidate their learning.
- Relationships with families are very strong. The sharing of information contributes significantly to children being settled and happy in the pre-school. Practitioners know children well and use what they know to help them enjoy their day.
- Strong teaching about health and hygiene means children understand when, and why, handwashing is important. They enjoy the independent opportunities they have to visit the bathroom, and complete their self-care tasks very competently.
- Practitioners and committee members effectively reflect on practice. They seek the views of children and parents and use the information to develop and enhance the quality of the provision.
- Practitioners effectively monitor children's progress through precise observations and assessment. This means they quickly identify any gaps in learning, and put in place plans to help children make even more progress.

It is not yet outstanding because:

- On occasion, some practitioners are too quick to offer an answer or solution before children can think and respond for themselves.
- Children sometimes wait too long for the items they need to make their own snack. This leads to them becoming bored and fidgety.

What the setting needs to do to improve further

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

- extend the opportunities for children to reach their own conclusions, for example, by allowing them more time to think and encouraging them to suggest their own solutions to problems
- enhance children's experiences at snack time, by reviewing the organisation, so that children do not lose interest when waiting too long for the items to complete their own snacks.

Inspection activities

- The inspector observed activities in the main room, the outdoor area and conducted a joint observation with the manager.
- The inspector, practitioners and children had wide ranging discussions at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, including safeguarding, children's progress and self-evaluation.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and the suitability of the committee members.

Inspector

Alison Reeves

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children thoroughly enjoy the activities on offer. Practitioners plan a mix of themes, carefully balancing them with children's spontaneous ideas and emerging interests. They skilfully and effectively include mathematics in activities, and as opportunities arise. For example, when making three-dimensional models, a child notices the measurement markers on the scissors. A discussion leads to children remembering how they had measured themselves recently. Children demonstrate their clear understanding of size, and use the correct words to describe and compare height. There are occasions when practitioners do not challenge children's learning to the maximum. They are too ready with answers to questions that children could ponder for themselves. This reduces the chance for children to consistently develop deep and considered thought. Practitioners use electronic resources well to inspire children to engage in early writing, letter and sounds recognition. Children are eager to have a go and quickly identify and search for letters. Practitioners extend children's learning further, by helping them to think of words with the same initial letter. As a result, children are rapidly gaining confidence in the skills that will help them in the next stage of their learning in school.

The contribution of the early years provision to the well-being of children is good

Practitioners effectively manage children's behaviour. They are calm and reassuring. They praise children for sharing a problem and help them to sort it out. Children are very independent in the pre-school. They make choices about their play, making the most of the opportunities for outdoor learning. Practitioners support children in doing as much as possible for themselves, so children are competent in making sandwiches with very little assistance. However, when a large number of children want to do this at the same time, there are not always enough resources. Some children become restless as they have to wait too long for the pots and tubs to be passed around. Children delight in the many opportunities they have for active play, as they use music and dance to express themselves as they develop their body control.

The effectiveness of the leadership and management of the early years provision is good

Those in charge have a secure understanding of the Early Years Foundation Stage. Robust recruitment procedures ensure practitioners are suitably qualified. They know and understand how to effectively safeguard and protect children. The team makes use of individual talents, as they take responsibility for aspects of the provision where they are particularly skilled. There is an effective programme of training for all practitioners. They are all keeping up to date with current practice, and some are training to achieve higher qualifications. This is having a very positive impact on the quality of teaching and children's progress. The general monitoring of the provision, including regular supervision sessions for individual practitioners, is driving up the standards and informing plans for the future. There are successful partnerships with the school. This supports good continuity for children's learning when they attend both provisions and when they start nursery.

Setting details

Unique reference number	127813
Local authority	Hertfordshire
Inspection number	874793
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	42
Name of provider	Much Hadham Pre-School Committee
Date of previous inspection	25 May 2010
Telephone number	01279 842614

Much Hadham Pre-School was registered in 1992. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 12 noon, with a lunch club and afternoon session until 3pm on Monday, Tuesday and Thursday. The pre-school provides funded early education for two-, and three-year-old children.

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