

Aycliffe Drive Pre-school

Huntingate, Grovehill, HEMEL HEMPSTEAD, Hertfordshire, HP2 6LJ



Inspection date	29 June 2017
Previous inspection date	2 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Since the last inspection, the team has worked well to address areas for improvements.
- Overall, the manager monitors children's progress to identify where extra support may be required. She identifies additional, targeted support to help close any gaps in children's learning, in preparation for their next stage of learning and for school.
- Staff successfully complete the progress check for children aged two years. This is shared with parents and is used to identify any areas where children's progress is less than expected and develop plans to address any concerns.
- Partnerships with parents are well established. Communication is good and helps to ensure that each child's care and learning needs are well met.
- Children's emotional security is given high priority by staff. For example, staff initially address this with a gradual settling-in period that is agreed with parents and tailored to meet their child's needs.
- The environment is welcoming, well organised, secure and safe.

It is not yet outstanding because:

- At times, particularly during adult-led learning, there are missed opportunities for children to try and have a go, before staff step in to offer support.
- Staff do not make the most of opportunities to encourage boys to engage in the writing or creative activities made available to them.
- Recent changes to develop systems for tracking children's progress are not yet fully embedded, to help raise the quality of teaching even further.

What the setting needs to do to improve further

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

- adapt activities to provide appropriate challenge for children of differing ages and abilities
- provide a broad range of opportunities to strengthen children's literacy development, with a particular focus to supporting boys' pre-writing skills
- continue to embed current processes for tracking the progress made by different groups of children, in order to help raise the quality of staff teaching practice to the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager and discussed teaching methods with her.
- The inspector held a meeting with the manager and the nominated person. She looked at a sample of documentation and evidence of the suitability, and qualifications of staff working in the nursery.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Claire Meyer

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of safeguarding and how to keep children safe. Effective staff recruitment and vetting systems are in place which helps ensure that children are cared for by adults who are suitably checked and qualified. The manager regularly meets with staff throughout the year. These meetings support staff to reflect on their personal development and to discuss and plan any training needs. Overall, the manager monitors the assessment of children's individual learning and effectively supports the team with next steps in planning. Parents are very complimentary about the setting. They believe it has a positive effect on their children's learning and development, specifically their communication and social skills. There are well-focused plans for improvement in place to build on the good practice already achieved.

Quality of teaching, learning and assessment is good

Staff monitor children's progress regularly and share this information with parents to keep them up to date about their children's development. Staff successfully develop children's communication skills and language, for example, through a variety of good discussion, singing sessions and large-group interactions. They encourage younger children to repeat simple words and praise all children for their efforts, helping to support their self-confidence. Staff enable children to handle interactive toys, complete puzzles and use construction toys to further support learning. All children enjoy using their imaginations as they explore and engage in activities that provide options to be something or someone, such as through the use of puppets, stories and props and role play experiences.

Personal development, behaviour and welfare are good

Staff warmly welcome children when they arrive. Children settle quickly into the safe, comfortable and inviting surroundings. Staff collect relevant information from parents when the children initially start, to gain an understanding of what the children like and can do. Children confidently make choices about their play from a range of good-quality toys and resources that appeals to them. Staff are positive role models for the children, reinforcing good manners and showing care and consideration for others. Staff support children's health and well-being effectively. They actively discuss and promote good hygiene practices, such as blowing noses as necessary and encouraging regular handwashing.

Outcomes for children are good

All children, including those who receive additional funding, make good progress in their learning from their starting points. Children's independence is developing well, for example, some learn to take off and put on their own shoes independently. Overall, children choose what they want to do from the wide variety of activities and resources available.

Setting details

Unique reference number	129314
Local authority	Hertfordshire
Inspection number	1087608
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	23
Number of children on roll	44
Name of registered person	Aycliffe Drive Pre-School Committee
Registered person unique reference number	RP904575
Date of previous inspection	2 May 2014
Telephone number	01442 404 012

Aycliffe Drive Pre-school registered in 1992 and is located in Hemel Hempstead, Hertfordshire. The setting is open Monday to Thursday 8.45am to 3.15pm and Friday from 8.45am to 11.45am, during term time only. The pre-school receives funding to provide free early education for two-, three- and four-year-old children. There are seven members of staff working directly with the children. Of these, six hold appropriate early years qualifications and the manager has achieved early years professional status.

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