

# Blues Pre School Nursery

London Road, Bishop's Stortford, Hertfordshire, CM23 3LU



## Inspection date

29 June 2015

Previous inspection date

3 November 2011

<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
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. The manager and staff assess what children know, and provide exciting activities to challenge them and build further on their existing understanding. Consequently, all groups of children acquire the skills they need for later learning and moves to school.
- Attention to meeting the learning and development needs of all children in relation to the Early Years Foundation Stage are good. The experienced and well-qualified staff team demonstrate a very good understanding of how to support children's ongoing learning through play.
- Children's well-being is considered of the utmost importance. Staff work exceedingly well with parents and carers to ensure that important information is shared. This includes how they can safely and effectively meet each child's specific learning, dietary, medical or religious needs. All required records are in place, stored securely and confidentiality is maintained.
- Monitoring arrangements for the recruitment of staff are robust. These make sure that only adults suitable to work with children are employed. In addition, update checks about the continued suitability of staff are undertaken to ensure children continue to be safeguarded.
- The manager and staff work as a team to promote continuous improvement. They take into account the views of parents, carers and children. This helps them to adapt their service to meet the changing childcare needs of the families.

### It is not yet outstanding because:

- Staff do not take full advantage of opportunities to extend children's discovery of technology and its uses within everyday activities.
- Staff do not always ensure that reviews of children's development are shared in a comprehensive way as children move on to other settings or school.

## What the setting needs to do to improve further

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

- enrich learning opportunities for children to explore the uses of technology within their everyday lives
- extend partnership working with other settings children move on to, by enhancing the current monitoring systems used to track children's development overtime to summarise more succinctly, the good progress they have made and what learning styles they relate to.

### Inspection activities

- The inspector observed general play, and the snack and lunch time routines in the pre-school.
- The inspector talked with the manager, members of staff and the children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability checks for all members of the committee and staff, and a range of other documentation. First-aid and safeguarding training certificates were also viewed.
- The inspector held discussions with the manager in relation to observations of children's play, learning and progress.
- The inspector reviewed the manager's and staff self-evaluation document.

### Inspector

Lynn Clements

## Inspection findings

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

Staff take time to talk with families when children begin at the pre-school. This helps them to establish what each child's starting point is. Staff monitor children's progress overtime. This enables them to identify any gaps in learning and take action to minimise these as soon as possible. Children are confident learners, moving freely between the good indoor and outdoor environments. The key-person system operates effectively. As a result, staff know children well and plan activities around their developing interests. This attention to detail ensures that children actively engage in activities which promote their development across all areas of learning. Children build dens and observe mini-beasts in their bug hotel. They embrace outdoor learning, using equipment and resources which extends their spatial awareness and developing muscles. Children explore capacity and volume when playing in the water tray. They investigate using their senses as they smell and touch different types of fruit. For example, they enjoy sorting and comparing the foods the caterpillar in their story, ate and decide which ones are healthy. Children are inquisitive learners. However, there is room to extend this further, by increasing opportunities for children to explore technology further to learn about how it is used for different purposes within people's everyday lives.

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

Children learn how to keep themselves safe. For example, they learn to confidently negotiate the steps to the outside play area. Through consistent daily routines, they learn to take care of their personal needs. For example, children confidently choose when to access cool drinks and snacks. Children's behaviour is very good. They show care and consideration for others as they independently use sand timers to take turns fairly. Their physical skills are fostered well, as they join in make-believe games, such as taking an aeroplane trip, or digging energetically in the large outdoor sand pit. Staff use plenty of positive praise, clearly promoting children's self-esteem and confidence.

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

The manager monitors the educational programmes, which are planned and delivered by staff. As a result, each child's next steps for learning are identified and tracked to promote good progress. Staff practice is observed to identify current skills and provide training to support the ways they teach children. As a result, children's ongoing learning needs are met by qualified and knowledgeable staff. Good attention is paid to working with staff at the local school. This enables children to move comfortably and with confidence. However, there is room to develop these partnerships even further, by consistently communicating more specific information to school staff. For example, by sharing information gained through tracking of each child's preferred learning style, to further support the smooth changeovers children make.

## Setting details

<b>Unique reference number</b>	127805
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	874791
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Blues Pre-School Nursery Committee
<b>Date of previous inspection</b>	3 November 2011
<b>Telephone number</b>	01279755422

Blues Pre-School Nursery was registered in 1992. The pre-school employs six members of childcare staff. Of these, four hold relevant early years qualifications at level 3 and the manager has completed training to degree level. The pre-school opens from Monday to Friday, morning sessions are from 9.10am until 12.10pm and afternoon sessions are from 12.20pm until 2.50pm. In addition, the pre-school also run a weekly, family orientated Stay and Play session on Thursday afternoons from 1pm until 2.30pm. The pre-school offers a limited number of extended provision for three-year-old children 8.50am to 2.50pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school uses the High Scope educational philosophy alongside the Early Years Foundation Stage.

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