

Cuffley Community Centre Preschool



Cuffley Community Centre, Station Road, CUFFLEY, Hertfordshire, EN6 4EY

Inspection date

1 November 2016

Previous inspection date

13 September 2012

| 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

- The quality of teaching is good. Staff know children well and adapt their practice to include children of all abilities in group tasks. They provide a range of stimulating activities across all areas of learning to engage and challenge children.
- Staff successfully support all children to communicate and use timely moments to engage them in discussion. For example, children who speak English as an additional language respond to staff's use of sign language and visual prompts. Children talk about new family arrivals and dressing up for Halloween. They listen intently as staff respond to their inquisitive questions.
- Partnerships with parents are well established. Parents appreciate the ongoing support and advice staff provide and feel that their views on the pre-school are valued. For example, they say that staff actively seek their feedback during daily discussions and regular pre-school open days.
- Staff use effective settling-in arrangements when children start, which are tailored to meet each child's individual needs. Key persons work closely with parents to ensure children's emotional well-being is supported. For example, staff sensitively suggest reducing or slowly increasing the hours that children attend.

It is not yet outstanding because:

- Although detailed improvement plans are in place, the provider has not yet fully reviewed the impact of these on children's learning and development.
- The professional development programme in place for staff is not yet sharply focused on driving the quality of teaching to the highest standard.

What the setting needs to do to improve further

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

- evaluate the plans for development, in order to work towards delivering the highest quality of provision for children
- establish a more focused programme of professional development for staff that helps to raise the quality of teaching to a higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She spoke to children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school deputy manager and held ongoing discussions with the provider, deputy manager and some other members of staff.
- The inspector looked at the pre-school documentation, including action plans, policies, children's learning records and registers.
- The inspector took account of the views of parents through discussions on the day and written feedback from children's files.
- The inspector saw evidence of the qualifications and suitability of all persons working on the premises and other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is good

The provider and his well-qualified team of staff work cooperatively to highlight areas for improvement and value the advice of a local adviser. Recent changes have been made to improve how children's snack times are managed. Furthermore, the provider has developed how children's overall progress is monitored to secure interventions and address any gaps in their learning. Staff benefit from regular supervision meetings and respond to feedback from other staff who observe their practice. This helps them to reflect on and maintain their good quality teaching. The arrangements for safeguarding are effective. All incidents at the pre-school are recorded in detail and information shared with parents as appropriate. Staff regularly refresh their knowledge of child protection issues, including most recent government guidance. They know the procedures to follow if they have any concerns about the welfare of a child or the practice of another member of staff.

Quality of teaching, learning and assessment is good

Staff complete regular observations to assess children's level of development. They are knowledgeable about the skills children need to develop next and refer to these as they plan the daily activities. Parents are aware of the activities children take part in and ways to extend their child's learning at home. This helps children to make consistently good progress in preparation for school. Staff note children's interests and use this information to organise the environment. For example, children who show a preference for colouring and craft activities have access to a wide range of resources and are given time to create their designs. Children concentrate for long periods as they assemble materials together to make a pretend sparkler and revel in staff's regular praise. Children enjoy sharing their favourite storybooks with staff and adding new verses to well-known songs as they sing.

Personal development, behaviour and welfare are good

Children enjoy their time at the pre-school and develop caring relationships with the staff and other children. Staff are good role models and use consistent strategies to promote children's good behaviour. For example, children respond to gentle reminders of how to share resources and take turns with their friends. Staff work effectively as a team and provide children with clear information and choices as they plan for changes in the daily routine. They are well deployed, both indoors and outside, ensuring children's safety and supporting them in their play and learning. Staff encourage parents to bring in fresh fruit each day to complement the savoury snacks provided. They ensure children have plenty of opportunities to access fresh air and exercise. These are some of the ways staff help to promote children's good health.

Outcomes for children are good

All children make good progress given their starting points. They are confident to ask adults for help as needed and express their preferences. Children develop good levels of independence and competently take on the responsibility of small tasks. Children develop good early literacy and mathematical skills. They learn the letters of their name and use numbers to count items and solve simple sums. Children acquire the essential skills that they need for the next stage in their learning and the eventual move on to school.

Setting details

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| Unique reference number | EY447827 |
| Local authority | Hertfordshire |
| Inspection number | 1060276 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 31 |
| Name of registered person | 2 to 5 Early Years Ltd |
| Registered person unique reference number | RP531667 |
| Date of previous inspection | 13 September 2012 |
| Telephone number | 01707873765 |

Cuffley Community Centre Preschool was registered in 2012 and is one of two provisions owned by 2 to 5 Early Years Ltd. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The pre-school operates Monday to Friday during term time. Opening times are from 9.15am to 12.15pm, with a daily lunch club from 12.15pm to 1.15pm. All-day sessions are available on Monday's and Tuesday's from 9.15am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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