

Forget-me-nots Pre-School

Tring Community Centre, Silk Mill Way, TRING, Hertfordshire, HP23 5EP

Inspection date	9 May 2017
Previous inspection date	12 February 2015

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

- Children build close relationships with their key-person. They are provided with gradual settling-in sessions that help them to grow in confidence. Staff are kind and supportive and meet children's individual needs.
- The management team regularly gathers the views of parents and children. Staff work well as a team and frequently share their views. All this information is used in planning areas for development and setting targets for improvements.
- Partnerships with parents are strong. Staff encourage the parents to be involved in their children's development. Staff provide information and ideas about how parents can further support their children's learning at home.
- Children have daily opportunities for fresh air and exercise. They develop their physical skills as they ride the push-along bicycles, dig in the mud and pour water down the different-sized pipes. They enjoy visits to the park.

It is not yet outstanding because:

- Staff complete regular and thorough assessments of children's progress. However, best possible use is not made of this information to target specific next steps in learning, in order to support children to make even more rapid progress.
- The manager does not always make the best possible use of supervision meetings to monitor and evaluate staff's practice to focus on raising the overall quality of teaching to the highest possible level.

What the setting needs to do to improve further

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

- enhance the use of information gathered from assessments to provide children with more specific next steps in learning that enable them to make even more rapid progress
- strengthen procedures for staff's supervision to monitor and evaluate their practice to raise the overall quality of teaching even higher.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management has implemented robust systems for induction and ensures staff attend regular training for safeguarding. These help staff to keep up to date with any new developments and support their understanding of the signs and symptoms of abuse. They have a good knowledge about the procedures to follow and who to talk to in their local authority with any such concerns. Staff frequently monitor children's progress and achievements. Staff work in partnership with other professionals, including other settings that children attend, to provide targeted support to ensure individual children's needs are being met and gaps in their learning are closing.

Quality of teaching, learning and assessment is good

When children first start, staff gather information from their parents about what they can do. This information, along with staff's own observations, is used to identify their starting points. Children's imaginative skills are supported and encouraged by staff. They enjoy baking pretend apple crunch cake. Staff encourage their game and ask them who the 'cake' is for. Children's language skills are promoted as they talk about what ingredients have gone into their pretend cake. They enjoy opportunities to explore nature as they take part in Forest School sessions. Staff ask children questions to extend their thinking skills and promote their learning. Children are supported in practising their early writing skills as they try writing their own names on their pictures.

Personal development, behaviour and welfare are good

Staff provide clear explanations that support children's understanding about behaviour. They are consistent in their approach. Staff give frequent praise and encouragement to children, helping to raise their self-esteem and confidence. Children are reminded to adopt good hygiene practices. They wash their hands before meals and after outdoor play. Staff share books and stories to support children's learning about food that is good for them. They talk about keeping healthy through exercise and enjoy climbing on apparatus. Children are supported in learning about sharing and taking turns.

Outcomes for children are good

Children are eager to learn and enjoy exploring the wide range of activities that is provided. They learn to be independent, such as when they practise buttering their own crackers and collecting their own plates and cups when they have finished their snack. Children enjoy exploring the nature area outside as they search for bugs and insects with magnifying glasses. They make good progress from their starting points. Children learn skills they need to be ready for their move on to nursery and school.

Setting details

Unique reference number	EY342712
Local authority	Hertfordshire
Inspection number	1092879
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	20
Number of children on roll	32
Name of registered person	Tring Community Association Committee
Registered person unique reference number	RP526583
Date of previous inspection	12 February 2015
Telephone number	01442 890192

Forget-me-nots Pre-School registered in 2006. The pre-school employs five members of childcare staff, two of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday, with a lunch club operating on Mondays, Wednesdays and Fridays. On these days, the pre-school remains open until 2pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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