

Queen Buzby Mae Pre-School



St. Johns Church Hall, St. Johns Road, HARPENDEN, Hertfordshire, AL5 1DJ

Inspection date	14 September 2015
Previous inspection date	9 December 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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 manager has a good understanding of the Early Years Foundation Stage and accurately prioritises improvements. This has contributed significantly to improving the provision for children since the last inspection.
- Good supervision and support mean staff now consistently implement effective teaching techniques. They interact well, encouraging children to extend their learning, work amicably together and persevere at difficult tasks. Children develop positive attitudes and this prepares them well for school.
- Staff take great care in setting up the indoor environment. Children now choose from a wide variety of resources that relate to their interests and encourage them to explore new ideas and experiences.
- Staff now offer parents many opportunities to share information about their child. They make good use of newsletters and noticeboards to offer parents ideas for activities that extend children's learning.

It is not yet outstanding because:

- Staff do not always offer as many learning opportunities outside in order to fully extend the development of those children who learn better in an outdoor environment.
- Staff do not work as effectively as possible with other childcare settings that children attend so that that children's development is always fully promoted.

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 the outdoor area to offer further play and learning opportunities, particularly for children who learn more effectively when outside
- build on the opportunities to work more effectively in partnership with other childcare settings that children attend.

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 carried out a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector talked with staff and children at appropriate times throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Kelly Eyre

Inspection findings

Effectiveness of the leadership and management is good

The new manager ensures that all requirements are met and has successfully addressed the previous action and recommendations. She uses her childcare qualification well to demonstrate good practice and encourages staff to use any new knowledge gained from training. The manager and staff rigorously evaluate their daily work and accurately monitor children's progress. They now offer younger children more activities that support the development of their speech. The arrangements for safeguarding are effective. Staff demonstrate a good understanding of how to report any concerns about children. Staff have built some relationships with other childcare settings in order to provide consistent care. However, these partnerships are not consistently used to exchange more precise assessment information to fully promote children's development.

Quality of teaching, learning and assessment is good

Staff use their assessments of children well to plan activities that interest and motivate children. For example, children enjoy constructing houses, painting self-portraits and taking photographs of themselves. Activities such as these, support children in developing their creativity, use of technology and awareness of their individuality. Thoughtful procedures, such as displaying photographs of recent activities, help children to review their learning and feel proud of their achievements. Staff ensure that indoor resources are accessible and this is one of the ways they encourage children to explore. For example, children experiment by putting cars down a tube, working out that the more this is tilted, the faster the cars go. Staff offer children opportunities to reinforce their learning. For example, children talk about numbers and start to recognise written numerals as they spot these around the room.

Personal development, behaviour and welfare are good

Staff communicate well with parents and build a good understanding of each child's physical and emotional needs. They offer children pertinent support that enables them to settle and build secure relationships. Staff encourage children to listen to the contributions their peers make and to understand that they all have different views and experiences. For example, children enjoy talking about how they celebrate their birthday. These daily interactions help children to appreciate diversity and develop the positive outlooks and emotional security that support them when they start school. Children enjoy structured outdoor activities that support their learning. They participate in a weekly session where they use the local woods and learn about the natural environment. However, staff do not always make full use of the setting's outdoor area to provide a consistently challenging environment for children who prefer to play and learn outside.

Outcomes for children are good

Staff support children well so that they make good progress. Children enjoy their daily interactions with staff and this supports their growing confidence. They develop good social and communication skills and this prepares them well for the next stage in their learning.

Setting details

Unique reference number	EY415941
Local authority	Hertfordshire
Inspection number	1001430
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	10
Name of provider	Queen Buzby Mae Playgroup Partnership
Date of previous inspection	9 December 2014
Telephone number	07526789730

Queen Buzby Mae Pre-School was registered in 2010. The setting employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and two hold qualifications at level 3. The setting opens on Monday, Tuesday, Thursday and Friday during term time only. Sessions are from 9.15am until 12.15pm, with the option of a lunch club from 12.15pm to 1.15pm. The setting provides funded early education for three- and four-year-old children.

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