

The Blues Pre-School Nursery

The Bishops Stortford High School, London Road, BISHOP'S STORTFORD,
Hertfordshire, CM23 3LU



Inspection date	7 February 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children have exceptional opportunities to develop their personal, social and emotional skills. Practitioners are extremely supportive and actively engage with families to ensure positive relationships.
- Children make good progress in their learning. Practitioners use children's interests successfully to engage them during free play and in the planned experiences to extend learning and further achievements.
- Practitioners have high expectations of what children can achieve. They know when to encourage children to persevere. Children are keen to meet expectations and are proud of their writing skills.
- Parents receive good-quality information to help them support children's learning at home. Practitioners also help parents to secure additional help for children, such as speech and language therapy to help children develop their communications skills.
- Managers successfully evaluate the provision for children. They focus on tracking children's progress and helping them to close any gaps in their learning. The frequent observations and assessments are used well to inform planning for learning.

It is not yet outstanding because:

- Practitioners do not consistently work as closely as possible with other settings that children attend to support their continuity of learning.
- There are fewer opportunities for managers to focus on their continual professional development needs.

What the setting needs to do to improve further

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

- extend the partnerships with other key persons where children are attending more than one setting to support continuity in learning
- enhance the focus of continual professional development to support managers to develop their skills even further.

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

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

Managers support practitioners to maintain an organised and professional working environment. Practitioners have a clear understanding of child protection procedures. They provide children with a safe place to learn through play and structured activities. Arrangements for safeguarding are effective. Practitioners benefit from supervision sessions with the manager that help them to reflect on their practice and to identify their strengths and weaknesses. Partnerships with other professionals are strong. They work collaboratively to support children's learning, particularly in speech and language which is very effective.

Quality of teaching, learning and assessment is good

Practitioners offer children a wide range of experiences. They use themes to inspire children's curiosity and imagination. Children enjoy exploring using their senses and a good selection of resources. On the snowy day, they make pictures of snow people using balloons with paint and collage materials. Practitioners encourage children to use their knowledge and experience. Effective teaching strategies, such as during storytelling has children concentrating and thinking for themselves. When the story involves the emergency services, children can tell the practitioner the number to call when help is needed.

Personal development, behaviour and welfare are outstanding

Children respond extremely well to the consistent boundaries set. They show exemplary behaviour and know how to seek support when they need it. Practitioners are calm and relaxed but have high expectations of what children can achieve. Children are keen to do their very best. They show determination and a very positive attitude to learning. Practitioners help children to be as independent as possible. At the snack table, they use tongs to serve the vegetables and carefully pour their drinks from the jugs. Practitioners talk with children about the healthy choices they are making. Children demonstrate their exceptional understanding of how to stay healthy and well. Practitioners recognise the importance of active outdoor play and make sure this is part of children's daily experiences.

Outcomes for children are good

Children are prepared for school and they are achieving well. Children have very good opportunities to use their speaking and listening skills in small- and large-group activities. Children enjoy learning about letters and sounds. They show their very good understanding of the initial sounds in familiar words. Children are keen to share their knowledge and suggest other words with the same sounds. Children are eager to develop their writing. They routinely attempt to add their name to their work. Children make excellent use of their clip on name badges, removing them from their jumpers and copying the clearly printed letters. Children use their knowledge of numbers in their play. They count, sort and classify objects by size and colour.

Setting details

Unique reference number	EY495456
Local authority	Hertfordshire
Inspection number	1031978
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	24
Number of children on roll	42
Name of registered person	Blues Pre-School Nursery CIO
Registered person unique reference number	RP535027
Date of previous inspection	Not applicable
Telephone number	01279 507565

The Blues Pre-School Nursery registered in 2015. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including the manager who has a degree. The pre-school opens from Monday to Friday, term time only. Sessions are either from 9.10am until 12.10pm or 12.20pm until 2.50pm. The pre-school also offer a session from 8.50am until 2.50pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs and/or disabilities, and children who speak English as an additional language.

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