

# Marshalswick

The Ridgeway, ST. ALBANS, Hertfordshire AL4 9TU



<b>Inspection date</b>	12 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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 highly reflective management team adapt their provision to support the children who attend the pre-school. It meets with the rest of the staff team regularly. Together they discuss possible changes to implement and the impact these changes will have on the children. The management team supports staff with appropriate training opportunities to help them to meet children's needs well.
- Staff support children's learning well. They assess children's individual levels of progress regularly and provide them with appropriate and achievable next steps. As a result, all children make good progress in their learning and development.
- Children behave well at the pre-school. Staff provide them with positive praise and act as strong role models for them. Children listen well and follow the instructions they are given. Staff explain the reasons for the rules that are in place clearly, which helps children to understand why it is important that they follow them.
- Staff provide suitable opportunities for all children to extend their learning further. They differentiate activities well and use suitable questioning to support all of the children. Children who speak English as an additional language progress well. Staff support them to develop their language skills quickly. This helps them to communicate effectively with others.
- Staff sometimes miss opportunities to extend children's learning outdoors.
- Staff sometimes carry out self-care tasks for children that they could do for themselves.

## What the setting needs to do to improve further

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

- use available opportunities more consistently, to provide children with high quality outdoor learning opportunities.
- make the most of opportunities for children to fully develop their self-help skills.

### Inspection activities

- The inspector observed the quality of the interactions between staff and children indoors and outdoors.
- The inspector spoke to parents whose children attend the pre-school. She took their views into consideration.
- The manager and inspector carried out a joint observation on a planned activity. They discussed the impact of the teaching on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including policies, staff suitability documents and children's learning records.

### Inspector

Jennifer Hardy

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are confident about the processes to follow if they have concerns regarding children's welfare. They ensure that the environment is safe for children and they implement their policies effectively. Parents report that they feel well informed about the progress their children make. Staff share ideas with them to support children's learning at home further. They also work well in partnership with other professionals to support all of the children who attend the pre-school. They share information with staff at other settings, such as the local school teachers, to support children's move to school. The manager holds regular supervision meetings with the staff. She monitors the quality of their teaching and sets them achievable targets. This helps them to improve their practice further.

### Quality of teaching, learning and assessment is good

Staff skilfully adapt their teaching methods to support children's individual learning styles. Children enjoy learning in the light and airy environment and choose confidently from the range of resources on offer. Children develop their understanding of shapes. They confidently describe the shapes that they find in the environment. Staff support younger children to develop their counting skills. For instance, they help them to count the number of foam blocks they use to make a tower. Children enjoy participating in activities that staff plan for them. For example, they create cards for the people they love, to celebrate Valentine's Day.

### Personal development, behaviour and welfare are good

Children settle into the session very quickly when they arrive. They confidently find their own name and self-register. Staff provide a nurturing and calm atmosphere for the children. Staff support new children to explore the toys which helps them to become more confident. They use the information they gain from parents before children start effectively. They provide children with toys that interest them and this motivates them to stay focused as they learn. Children form friendships with others and they interact positively with each other. Staff embrace children's various cultures and languages. As a result, children learn about and readily accept the differences between themselves and others. Children join together to sing the morning welcome song. They confidently sing hello in a variety of languages that are relevant to the children who attend the pre-school.

### Outcomes for children are good

Children progress well from their initial starting points. They strengthen their muscles as they play. For instance, they ride bikes and kick balls outside. Children learn to work together. For example, they all shake the parachute together to make it move up and down. They enthusiastically run underneath it when it is up in the air. They enjoy exploring a range of textures, such as sand, water and shaving foam. They develop the skills they need to become confident and inquisitive learners.

## Setting details

<b>Unique reference number</b>	EY541033
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10093797
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Patel, Nita
<b>Registered person unique reference number</b>	RP541032
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07917088711

Marshalswick registered in 2017. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. One staff member holds qualified teacher status. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm Monday and Friday and 9am until 12 midday on Tuesday, Wednesday and Thursday. There is an optional lunch club every day from 12 midday until 1pm. The pre-school also offers an optional breakfast club every day from 8.30am until 9am. The pre-school provides funded early education for two-, three- and four-year-old children.

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