

# Gadebridge Pre-School, After School Club and Holiday Playscheme

Inspection report for early years provision

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**Unique Reference Number** EY345761

**Inspection date** 24 June 2008

**Inspector** Sheila Harrison

**Setting Address** Gadebridge Community Association, Gadebridge Community Centre,  
Rossgate, Hemel Hempstead, Hertfordshire, HP1 3LG

**Telephone number** 01442 251002

**E-mail**

**Registered person** Gadebridge Community Association

**Type of inspection** Integrated

**Type of care** Sessional care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Gadebridge Pre-school, Holiday Play Scheme and After School Club registered in 2007 and are run by the local neighbourhood association. It was previously registered for over 30 years and run by the local authority. It is situated at the Community Centre in Gadebridge in Hemel Hempstead, Hertfordshire. The pre-school is open Monday to Friday from 09:00 to 12:00, term time only and may care for a maximum of 21 children aged from two to four years. There are 29 children on roll and this includes 22 funded three and four year olds. It operates from a small hall with an adjoining toilet. They have timetabled use of the large hall and a small room with access to a small outside area. There are three permanent members of staff working with the children and three staff are temporary contingency staff. Two members of staff have an appropriate early years qualification.

The after school club accepts a maximum of 24 children in the Galley Hall on the first floor. They are open from 15:00 to 18:00 Monday to Friday, term time only. Children are collected on foot from local schools with a minimum of two staff supervising each group of walkers. There is no outdoor area for the out of school children so they use the nearby school grounds. There is timetabled use of the large downstairs hall. The club has 45 children aged from four

to eleven years on roll. The holiday play scheme accommodates a maximum of 44 children at any one time when both ground and first floor halls are used and older and younger children are grouped separately. When all ages are grouped together, the schemes have a policy of no more than 24 children at any one time. The holiday playscheme is open each weekday from 09:00 to 12:00 noon, Monday to Friday during some school holidays. Four staff work in the after school care and two have an appropriate early years and play work qualification. There is a team of three staff in the holiday playscheme.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are shielded from infection as the settings have appropriate sickness procedures. In the pre-school, children are learning the benefits of suitable hygiene routine as they are reminded to wash their hands and are helped to understand the reasons hands need to be clean. At the after school club all the children participated in a session when visitors from the local authority came to demonstrate suitable hand washing procedures. Children are sensitively cared for after an accident. For example, a grazed knee on the walk back to the club from school. Some staff have appropriate first aid training to protect children in the case of an accident.

Children are suitably nourished as the pre-school have recently introduced a snack bar system to ensure children can have their snack when they are hungry. Children have some useful chances to taste fresh fruit and pour their drinks independently. There are new menus under development in the after school club to offer a range of healthy and interesting dinners. Staff are aware of the children's allergies and this ensures children's health is protected.

Children in the after school club have many chances to exercise indoors and outside in the fresh air. Although, the club does not have direct access to a playground they regularly use the school field situated across the road. When staying indoors they push the tables to one side to set up a soft tennis game. Children are delighted that they helped a staff member achieve a physical education coaching certificate as they participated in her assessment.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Children's safety is not protected whilst they are in the premises as the stairs and some resources are hazardous and not suitably maintained. Action is not immediately taken to organise repairs. There is a system of daily risk assessments and fire drills. However, these are inconsistently carried out in the pre-school restricting the children's safety.

Children in the after school club are learning to be safe. There are safe procedures for the collection and walking of children from school. Staff wear fluorescent vests and walk at the beginning and end of the line of children. Contact numbers for each parent are carried by staff to ensure any queries over whether a child should be coming, from school with the walkers are quickly resolved.

In the pre-school children have some opportunities to develop their independence. They freely access some equipment stored at a low level. However, equipment that is not working is taking

up much useful space. Some electronic toys are not working due to flat batteries. This restricts children's play and education.

In the after school club children have the use of an adequate range of suitable resources. However, some books are torn and not well displayed. There is limited equipment for the storage of confidential information. This potentially limits the safe management of the children. Children's welfare is adequately safeguarded as the staff have basic child protection information and reporting procedures.

### **Helping children achieve well and enjoy what they do**

The provision is inadequate.

In the pre-school, children generally settle well upon arrival as they have a friendly relationship with the staff. However, occasionally staff do not fully listen to them and this limits the opportunities for children to relax and be involved in play. Children make some decisions about their play, moving freely around the activities. Toys are arranged for them either on the table or floor and children can independently access some equipment on low level. However, some routines such as register and story time do not interest young children and restricts their concentration skills.

Children in the after school club are happy and busy. They are well supported in their play as they benefit from good interactions with staff. They have a warm rapport with the children. Children become engrossed in a wide range of purposeful and developmentally appropriate activities. They use a range of everyday materials as props to play imaginatively. Their current interest in Dr Who leads to craft activities on a large scale as they make a police box big enough to play in and life sized pictures of the characters to display. Various special interest groups are included in the timetable. For example, a regular drama club. Children report they enjoy drawing and playing with their friends.

### **Nursery Education.**

The quality of teaching and learning is inadequate. Children's learning is restricted as staff do not have secure understanding of the Foundation Stage. They care about the children but lack an understanding of how children learn. Staff use a limited range of teaching techniques and have unrealistic expectations of the children's achievements. For example, children are asked to name the amount of dough sausages without counting each one. Staff are deployed inefficiently with adults failing to respond to behavioural situations, hindering the children's learning. Staff direct activities to make an end product with insufficient questioning of the children and restricting children's creativity and motivation to learn. Planning procedures are incomplete, lack detail and precision, resulting in repetitive, narrow activities, which inhibits the children's progress. Assessments records are limited and recently have not been undertaken, therefore they are not used to inform planning or encourage children to move to the next steps in their learning. Activities are not planned or evaluated in line with the interests or stage of development of the current children.

Children and a staff member sit closely together enjoying and sharing a story, they learn how stories are structured and how to handle books carefully. Children are writing for a purpose through reliving familiar experiences. Older children developed a game of taking the register and staff supported this game by supplying clip boards and register sheets. However, the written text on the name cards used at snack time is inappropriate and limits children's understanding of how text works.

Children in the pre-school have insufficient chances to develop through being active. They have limited access to sufficient space to exercise vigorously and few chances to develop their large physical skills with the lack of a climbing frame so they climb inappropriately on the furniture. The planned physical activities lack clear learning intentions. Children are developing some small muscle control as the use scissors at the dough table. Pencils and colouring sheets are available, although, children are not encouraged to hold pencils in a correct manner.

### **Helping children make a positive contribution**

The provision is inadequate.

In the pre-school the children's spiritual, moral, social and cultural development is not fostered. There are occasions when the children's behaviour is poor. Children are given 'stars' for kind behaviour. However, staff give insufficient attention to positively reinforcing acceptable behaviour and do not fully help children to negotiate or to resolve arguments so children are not learning a secure understanding of right or wrong. They have insufficient knowledge of the children's home language so familiar experiences are not always used as starting points for care and learning. This restricts children to develop a positive self-image. Children are beginning to show some care for others as they are encouraged to gently watch the large pet snail and the consequences when they handle the snails roughly. They are beginning to take turns to feed the snails from the left over fruit at snack time. However, there is no system to ensure all children have a turn, potentially limiting children's awareness of respecting others. There are limited systems in place to support children with learning difficulties and/or difficulties.

Parents are welcomed into the setting and are asked about the children at home. They report that they are very happy with the pre-school and receive verbal feedback on their child's development. However, the partnership with parents and carers for funded children is inadequate. Parents do not receive sufficient relevant information on their child's progress within the Foundation Stage. Staff do not seek the views of parents to work with them to plan the next steps in their child's learning. This restricts the opportunities for the children to become confident and secure learners.

In the after school club, children are valued as the staff know their personalities well. They are encouraged to become sensitive and respectful in their interactions with others. Staff encourage children to negotiate and take turns. There is a popular system of stars and rewards to positively promote good behaviour. Children and parents views are regularly sought and information is used to plan future improvements. Staff develop effective links with parents to ensure individual needs of the children are met. Parents comment that the staff are very supportive and care for their children well. Staff work with parents and other professionals to ensure the well-being of the children with a range of disabilities and/or learning difficulties are well met.

### **Organisation**

The organisation is inadequate.

Children's welfare is adversely affected by the registered person's failure to comply with regulations. For example, Ofsted was not notified that there is a new manager and of significant events at the pre-school. There is no action plan in place to ensure the manager has an appropriate qualification. The pre-school register and information regarding children is not kept in an appropriate manner. The after school club has a stable team of well qualified staff who understand their roles and responsibilities and work well together to promote good quality care for children and their families.

Leadership and management are inadequate. The setting has not monitored and evaluated the provision for nursery education. However, the new pre-school manager has been in post for a short time and has just begun this process by improving the organisation of snack time and the access to the small outside area to allow children to learn on a larger more active scale. Staff are unclear of their roles, they have insufficient knowledge of the Foundation Stage and an insecure understanding of how children learn consequently children are often merely occupied rather than being questioned and challenged. Plans and assessments are not undertaken and staff are not checking on children's progress and they fail to build on children's current knowledge and skills. Overall, children's needs are not met

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are inadequate - notice of action to improve.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure registers are promptly and correctly kept
- ensure an action plan is in place, with timescales to meet the qualification requirements for the manager
- ensure the premises and equipment are safe and fit for purpose, this refers to the stairs, wash hand basin tap and some pre-school equipment
- develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development
- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

## The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop staff's knowledge and understanding of the Foundation Stage and how children learn
- ensure staff make regular assessments of children's progress and use this information to guide their planning
- plan experiences for children that are relevant, imaginative, motivating and challenging (also for care)
- provide relevant learning and development opportunities to meet the diverse needs of children (also for care)

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)