

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

Inspection report for early years provision

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<b>Unique reference number</b>	EY345761
<b>Inspection date</b>	04/02/2009
<b>Inspector</b>	Jane Mount
<b>Setting address</b>	Gadebridge Community Association, Gadebridge Community Centre, Rossgate, Hemel Hempstead, Hertfordshire, HP1 3LG
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Gadebridge pre-school, after school club and holiday playscheme was registered in 2007. It was previously registered for over 30 years and run by the local authority. It is now run by the local neighbourhood association. The provision operates from the Community Centre in Gadebridge, Hemel Hempstead, Hertfordshire. It is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting has systems in place to support children with English as an additional language and children with learning difficulties and/or disabilities.

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 currently 24 children on roll and includes children in receipt of funded early education. The pre-school operates from a small hall within the Community Centre and has an adjoining toilet and kitchen facilities. They have timetabled use of the large hall and a small room with access to a small outside area. There are four permanent members of staff working with the children in the pre-school who have appropriate early years experience and qualifications.

The after school club accepts a maximum of 24 children in the Galley Hall on the first floor of the Community Centre. 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 are no outdoor facilities available for the out of school children although they do have use of the nearby school grounds for outdoor play. There is also timetabled use of the large downstairs hall. The club has 45 children aged from four to eleven years on roll including four children in the early years age group. The holiday playscheme accommodates a maximum of 44 children at any one time when both the ground and first floor halls are used and older and younger children are grouped separately. The holiday playscheme is open each weekday from 09:00 to 12:00, Monday to Friday during some school holidays. Four staff work in the after school club and they have appropriate early years or play work experience and qualifications. There is a team of three staff who work in the holiday playscheme.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. Since the last inspection the setting has worked hard to ensure all the requirements of the Early Years Foundation Stage (EYFS) framework are met and to improve outcomes for children. Planning and assessment systems are now generally effective in ensuring children are making progress in their learning and development. Effective links with parents and carers ensure that children's individual needs are met and their welfare is promoted. The setting is generally aware of its key strengths and areas for further improvement although systems to monitor and evaluate the quality of the provision are in their early stages of development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure planning systems show clear learning intentions for focus activities and these link to individual children's learning needs
- implement a quality improvement process, such as self-evaluation, to monitor and extend effective practice and ensure continued improvement.

## **The leadership and management of the early years provision**

All staff are developing a secure knowledge and understanding of the EYFS and are beginning to effectively implement the framework to ensure children's individual needs are met. The setting maintains records, policies and procedures required for the safe and efficient management of the setting and these are overall well organised and generally informative. Children's welfare is protected because recruitment and vetting procedures ensures staff are suitable to work with children. Professional development is encouraged and staff regularly update their knowledge through attending appropriate childcare courses. Staff induction system have just been introduced and staff appraisals are in the process of being completed. Also, regular staff meetings take place. Consequently, staff feel supported and are clear on their roles and responsibilities and are beginning to work well together as a team. The setting is generally aware of its key strengths and areas needing further development. However, a self-evaluation system to monitor and extend effective practice and to ensure continued improvement has not yet been implemented. All actions set at the last inspection have been addressed which has significantly improved outcomes for children.

Children's safety is promoted. Staff closely supervise children and the security of the premises ensures no unauthorised person can gain access or that children can leave unsupervised. Risk assessments and daily checks ensure the environment is safe and procedures are in place to ensure any potential hazards are identified and minimised. Children's welfare is protected because staff have a secure knowledge of child protection and know how to safeguard children. For example, staff are fully aware of the correct recording and recording procedures if they did have a concern. Children's individual needs are met because staff have developed positive relationships with parents, carers and others. For example, notice boards, regular newsletters, a key person system and daily verbal feedback keep parents informed about the setting and their children's progress and achievements. Links with other settings providing the EYFS framework are being developed. For example, the after school club have implemented school contact books to exchange information between children's teachers, parents and the after school club. The pre-school are developing strong links with the local Children's Centre.

## **The quality and standards of the early years provision**

Children's learning and development needs are overall promoted and this helps them to make satisfactory progress towards the early learning goals. Since the last inspection staff have prioritised the development of planning, observation and assessment systems to ensure they are in line with the EYFS framework and this has been generally effective. Curriculum planning is linked to the six areas of learning and takes account of children's interests and ideas as well as their abilities. Planning is generally informative although does not always have clear learning intentions or identify individual children's learning needs. Observation and assessment systems are informative and clearly show how children are progressing and this information is used to inform future planning. Adult-led and child-initiated activities are well balanced and encourage children to be active learners. The environment in both the after school club and the pre-school is welcoming and organised to ensure children can easily access resources which encourages them to make choices and become independent learners.

Children have regular opportunities to express themselves creatively and to explore varied materials and media on a daily basis such as painting, cutting and sticking or playdough. Children have opportunities to experience music and imaginative play and their physical skills are promoted with some opportunities to exercise planned into the daily routine. Children's personal, social and emotional development is fostered and their independence skills encouraged. For example, children in the pre-school are encouraged to put on their own aprons for art and craft activities. Children in the after school club are encouraged to take a more active role in the setting such as making their own sandwiches. Children's communication, language and literacy skills are supported with some opportunities for singing and reading stories. Children are beginning to develop confidence and an understanding of problem solving, reasoning and numeracy with mathematical concepts reinforced through a range of activities during the daily routine. For example, children in the pre-school count how many children are present at the beginning of the morning and in the after school club children enjoy playing games which develop their numeracy skills. Children have access to resources that increase their knowledge and understanding of the world and technology. For example, children's awareness of diversity and their understanding of others is promoted through a range of activities and resources they are able to participate in. In the after school club children learnt about the difficulties of living with physical disabilities such as being blind or deaf or using a wheelchair. While in the pre-school children learnt about Chinese New Year and made lanterns and enjoyed eating some Chinese food.

Steps are taken to safeguard and promote the welfare of children. Children's health is protected as some effective hygiene practices are in place. For example, staff ensure tables are cleaned before children have their snack or tea. Through discussion children are beginning to learn the importance of personal care routines to keep themselves healthy. For example, discussing the importance of ensuring hands are clean before eating to prevent the spread of germs and children becoming unwell. Children receive a balanced diet and are developing an understanding of healthy eating as they are provided with some healthy food

choices. The environment is safe and children are learning how to keep themselves and others safe. For example, the after school club discuss road safety when walking children back from school. Children in the pre-school are reminded not to run in case they fall and hurt themselves. Children participate in regular fire drills and therefore learn how to stay safe in an emergency. Children's behaviour is managed in a positive yet consistent manner with clear boundaries set. Staff talk about acceptable behaviour and reinforce sharing and respecting each other's feelings. Children enjoy being given extra responsibilities and older children are encouraged to help and support younger children.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection Ofsted has received one complaint that required the provider to take action. In September 2008 concerns were received regarding the setting's staff to child ratios and supervision of children. An unannounced visit was made to the setting and during the visit, the Ofsted Inspector discussed the concerns; reviewed documentary evidence and made observations of the setting and the practices within the setting and actions were set. A response to the actions has been received and the provider remains qualified for registration.

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.