

Little Furze Pre-School

Inspection report for early years provision

Unique reference number EY339025
Inspection date 11/11/2008
Inspector Raminder Arora

Setting address South Oxhey Childrens Centre, Northwick Road,
WATFORD, WD19 6NL
Telephone number 02084 284 828
Email admin@oxheywood.herts.sch.uk
Type of setting 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

Little Furze Pre-school is member of the Pre-school Learning Alliance. It is run by a committee of parents and has charitable status. The provision is registered on the Early Years Register and both parts of the Childcare Register and provides part-time care to children aged two-and a half to five years. The setting was registered in 1992 and has operated from Oxhey Wood School since September 2006. The pre-school has use of a classroom and a wide central corridor which leads to the cloakrooms and a secure outside play area.

The entrance of the setting is at the back of the school and has disabled access. Families do not access the group through the main building. The group serves the local community and is open term time from 09:15-11:30, Monday to Friday. A maximum of 26 children aged from two to five years may attend the pre-school at any one time. There are currently 33 children on role, 17 of whom receive funding for nursery education. A lunch club may be offered at the site, this will depend on demand. This would operate from 11:30 until 12:45. The pre-school employs five members of staff of whom two hold Level 3 qualifications in early years. One member is working towards a further qualification in early years. The setting supports children who have learning difficulties and/or disabilities and those who speak English as an additional language.

Overall effectiveness of the early years provision

The welfare of the children is suitably promoted. Children's personal development and well being is satisfactory as are the levels of supervision to ensure that children have equal access to the learning provided for them. The flexible systems of planning successfully involve all staff. All children enjoy their time at the provision and make satisfactory progress. The manager leads by example. The need for a system to monitor and evaluate provision for further improvements has been recognised. Capacity for continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to make independent choices about their activities which consolidate learning
- improve communication with parents
- establish systems for self evaluation to ensure that the strengths and the areas for development are clearly identified.

The leadership and management of the early years provision

The manager, assisted by the deputy manager and the staff provides satisfactory leadership. Staff work well together as a team, and are clearly committed to

ensure that the children in their care are well looked after and enjoy everything they do. Agreed procedures for the day-to-day management ensure that things run smoothly. The manager is aware of the need to establish clear systems of self evaluation and to identify strengths and areas for development within the setting. The staff have begun to think about better lines of communication with the parents to benefit children's learning.

Staff are aware of the new requirements of the EYFS. The team regularly plan and review all aspects of children's learning and are using this information satisfactorily to plan the learning activities that match children's needs and interests. Suitable emphasis is placed on developing children's speaking and listening skills. There is currently no provision for using information and communication technology to enhance children's learning and make it more enjoyable.

Assessment portfolios with samples of work and photographic evidence are maintained for each child. Children receive regular assessments which are updated and used to inform planning. Satisfactory links are maintained with the parents and the local school. Parents receive basic information and also have a useful parents notice board. Quick exchanges of information exist with the staff and parents at pick up and drop off times. Parents are not sufficiently encouraged to be included in their children's education. There are a range of policies and procedures to ensure that children are well safeguarded. Procedures for ensuring the safety and welfare of the children are satisfactory. Current safeguarding practices are fully implemented.

The quality and standards of the early years provision

Children are provided with appropriate opportunities to help them make progress across all areas of learning. Adults focus well on children's responses to develop and increase their language and communication skills. For example, when working on 'hot and cold', good intervention by the key person extended children's understanding of language.

There is an adequate range of play activities on offer to support children's learning and development, and adults are careful to take children's interests into consideration. Children are suitably supported in all activities, but not enough opportunities are provided for them to make their own independent choices and consolidate learning. Children happily share equipment with each other. They behave well and co-operate with each other. They are suitably prepared for their next stage in education.

Children settle in well in the safe and secure environment. The standard of hygiene and general maintenance of all equipment is satisfactory. The staff are suitably trained as first aiders and effectively support children's health in the provision. Children are protected and comforted when they feel unwell. Children bring their own food to the lunch time club which is well managed by the staff.

Ongoing notes are kept of children's performance. Activities, such as the colour or the sound of the week, are attended to daily. Planning is flexible and relates to

children's interests and the activities they really like, for example, the use of construction toys or the play dough.

There is satisfactory emphasis on ensuring that the practice is inclusive for all families. There is photographic evidence of their work, for example, planting, growing or cooking. Resources of a satisfactory range and quality, including books, are available and suitably organised. Children have access to a shared outdoor space with safety surface and a climbing frame which they really enjoy.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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

There have been no complaints made to Ofsted since the last inspection.

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.