

Moatfield Playgroup

Inspection report for early years provision

Unique reference number

EY376493

Inspection date

05/12/2008

Inspector

Maura Pigram

Setting address

The Scout Hut, The Moatfield, Bournehall Lane, Bushey,
Hertfordshire, WD23 3JU

Telephone number

07954 899111

Email

moatfield.playgroup@ntlworld.com

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

Moatfield pre-school is a privately owned day provision and is situated in Bushey, Hertfordshire. The pre-school opens from Monday to Friday during term time only. It is open from 09:30 to 12:00. A lunch club operates from 12:00 to 13:00 when there is sufficient demand. Children can attend for a variety of sessions. There is an enclosed outdoor area and the adjoining community park is often used. There is one small step leading to the premises and a ramp is available at the side entrance.

The pre-school is registered for no more than 24 children aged under five years at any one time. This provision is registered by Ofsted on the Early Years Register, the Compulsory and Voluntary parts of the Childcare Registers. They receive support from a local authority qualified teacher and the Pre-school Learning Alliance. There are eight members of staff, including the manager and the owner. Five members of staff hold appropriate early years qualifications. One staff member is currently on a training programme. The setting receives support from a teacher from the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Moatfield pre-school provides satisfactory learning and development opportunities for all children within the Early Years Foundation Stage (EYFS). Senior staff members work well together and training for further development is encouraged and supported. However, the planning and assessment systems to monitor children's progression towards the Early Learning Goals are not robust. Policies and procedures mostly work in practice to promote children's welfare. The provision demonstrates an effective approach to supporting children with learning difficulties and shows a commitment to ongoing improvement.

What steps need to be taken to improve provision further?

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

- continue to lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality and consistency of provision for all children
- promote the good health of children and take necessary steps to prevent the spread of infection (this refers to the easy access of tissues indoors and outdoors and the hand washing procedures following art and craft activities)
- continue to personalise required policies and procedures, ensure attendance records are accurately maintained and ensure all members of staff are given copies of policies and procedures and that these are explained and accessible to all parents

- review the organisation of the day to ensure a balanced curriculum is provided so that children are offered effective challenges across all areas of learning and development both indoors and outdoors.

To fully meet the specific requirements of the EYFS, the registered person must:

- improve systems so that systematic observations and assessments of each child's achievements, interests, learning styles are frequently made and use these to plan relevant and motivating learning experiences for each child (Educational programmes).

19/12/2008

The leadership and management of the early years provision

The provider is committed to improving her knowledge base and that of her staff. She is in the process of relevant training and is keen to continue this development. For example, information from training is cascaded to staff so that they have a clear knowledge of how to protect children from harm or neglect. They have documentation such as the Local Safeguarding Children Board procedures to refer to if necessary. The staff are encouraged to attend training such as safeguarding children and supporting children with learning difficulties and/or disabilities.

Guidance and support has been obtained from the Early Childhood Environmental Rating Scales, identified areas for development are in progress, this includes plans to incorporate the curriculum into the outdoor area. Further systems to monitor and evaluate the provision are yet to be developed. Records, policies and procedures are fairly well maintained. Risk assessments are maintained and action is taken to minimise risks. However, attendance records are not always monitored effectively to ensure the hours of children's attendance are recorded. Currently policies from the pre-school learning alliance are used, the provider is in the process of personalising these so that children's individual needs are met. For example, a review of the behaviour policy has had a positive impact.

The provision runs smoothly during the first session of the day when key workers effectively support children. However, when children take part in large group activities such as snack time potential learning opportunities are missed. The staff are warm and friendly to parents and carers, information about the children's day is shared informally and through a daily descriptive report of the days activities. The provision is beginning to establish links with other professionals such as health visitors and the areas special educational needs co-ordinator. Thus, children with learning difficulties are effectively supported.

The quality and standards of the early years provision

Children have the opportunity for uninterrupted play during the first half of the session. They settle well to become active and engrossed in chosen activities such as imaginative play, the completion of jigsaws and painting. Adult led activities

such as card making, which are linked to the Early Learning Goals are offered. The planning is based on themes such as 'seasons'. Children's interests are known and are incorporated into the layout of the environment. However, this information, evaluations of activities and individual learning styles including challenges are not used to inform planning. Thus, learning opportunities are potentially under developed.

Staff work hard to create a bright and welcoming environment. Displays, for example provide interest and relevant discussions help children make sound progress in their language and communication skills. Early writing skills are promoted through the children freely accessing clip boards and a good range of pens and pencils. Books are regularly shared both individually and in large group times. Toys and resources are mostly easily available which represent each area of learning. Children, for example particularly enjoy playing 'cars and trucks' using hoops for steering wheels. Those with learning difficulties and/or disabilities are very well supported. For example, meetings with other professionals such as prospective teachers ensure individual needs are met. Staff know the children well, they are generally able to discuss individual children and the progress they are making. However, the spasmodic procedure for carrying out observations and assessments means that some children's progression is less well known and the next steps in children's learning are not always identified.

Children's welfare is adequately promoted. Staff ensure the premises are safe and secure and regular risk assessments ensure potential hazards are minimised. Discussions and activities related to safety regularly take place. Children's independence is encouraged. For example, they help themselves to coats and boots as they prepare for outdoor play. However, some procedures such as the storage of tissues and the sharing of a washing bowl to clean hands does not effectively promote good hygiene practices. Children behave well, they are encouraged to respect their peers and praise is continually provided so that they learn right from wrong.

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