

# THE CROFT (HERTFORD) LTD

Inspection report for early years provision

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**Unique reference number** EY406193  
**Inspection date** 02/07/2010  
**Inspector** Susan Parker

**Setting address** Wheatcroft Jmi School, Stanstead Road, HERTFORD, SG13  
7HQ  
**Telephone number** 07816623617  
**Email**  
**Type of setting** Childcare on non-domestic premises

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## 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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## **Description of the setting**

The Croft registered in 2010. The childcare provision operates from one self contained classroom within Wheatcroft school in Hertford and there is access to an outdoor area for outside play. The provision is registered to care for a maximum of 24 children under eight years, 10 of whom may be in the early years age group. The setting provides care each weekday during term time only. The breakfast club operates from 7.45am until 8.50am and the after school club from 3.15pm until 6.00pm.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

A warm and welcoming environment is provided for children and they enjoy their time at the setting. Children make suitable progress in their learning and development and some challenge is offered through activities. Staff form sound relationships with parents and other carers to ensure the individual needs of children are appropriately met. The environment generally promotes children's welfare and most of the essential documentation is in place to ensure their health and safety needs are met. Systems to monitor and evaluate the provision are evolving.

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

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

- develop an effective system for evaluating the early years provision in order to maintain continuous improvement
- ensure that the daily record of the names of the children looked after on the premises clearly shows their hours of attendance.

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

Robust recruitment arrangements are in place to ensure that staff who work with children are suitable to do so. All members of staff are suitably trained and know what action to take in the event of a safeguarding issue. They demonstrate sound knowledge and understanding of safeguarding procedures and they help children to understand how to keep themselves safe. For example, children have made their own club rules to follow for safety. Written risk assessments and daily checks sufficiently ensure that hazards are identified and minimised to safeguard children.

Staff have a clear understanding of good hygiene practices and act as role models for the children. The required documentation is in place and policies and procedures are suitably implemented by staff and shared with parents. However, the record of children's attendance does not clearly show their actual times of arrival and departure.

The setting works well in partnership with parents, carers and the school to ensure children's individual needs are met. Clear information is provided to parents about the setting and sound systems are in place for staff to gather information about children's individual care needs. Appropriate systems are in place to support children with special educational needs and/or disabilities.

The manager and staff have clear visions for improving the outcomes for children. However, she has not yet developed a system to monitor and evaluate the provision, although, she and the staff team are motivated to seek improvement in order to secure positive outcomes for children. The provision is effectively organised so that children have appropriate experiences and adults are deployed so children are safe and well cared for.

## **The quality and standards of the early years provision and outcomes for children**

A sound range of activities are provided for children and this enables them to make satisfactory progress across all areas of learning and development. Staff have a clear knowledge and understanding of the learning and development requirements in the Early Years Foundation Stage to enable them to confidently support and extend each child's learning in all areas. Planning is in place, which effectively takes into account each child's individual interests. Staff carry out detailed observations of the children as they play, these are effectively used to inform planning and to identify the next steps in each child's learning.

Children are able to make some choices about what they do and they enjoy opportunities to explore their environment. Children enjoy warm relationships with staff and one another. They know each other well as all members of staff work alongside the children in their main school. Children behave well and staff praise their achievements, which helps them to feel good about what they do.

Children are generally becoming confident communicators and are eager to share their experiences with visitors. They are beginning to know about their own cultures and those of others. Resources are used to further support children's understanding about the society they live in. Children enjoy making their own sandwiches and posters for their summer fete. This promotes their independence and sense of belonging. Children show good levels of physical skills as they practise their basketball skills. Children are encouraged to communicate and express their feelings through friendly chats, artwork and musical instruments. Children who are shy are brought out of their shell through the knowledge and understanding of the experienced staff team. These sound activities satisfactorily lay the foundations to support the children's future economic wellbeing.

Staff teach children about keeping safe and they regularly practice the fire drill as part of the school, so that they know what to do in an emergency. Children are learning about the importance of a varied and nutritious diet, they are provided with snacks and meals, which they sometimes prepare themselves. Staff are fully aware of children's individual dietary requirements and any specific needs are well catered for. Children enjoy opportunities to play outdoors and have grown their own sunflowers from seed. They can see, talk about, measure and explore caring for these plants.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **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