



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 129404

DfES Number: 546118

### INSPECTION DETAILS

Inspection Date	19/01/2005
Inspector Name	Gillian Charlesworth

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Tudor Pre-School Group
Setting Address	Redwood Drive Hemel Hempstead Hertfordshire HP3 9ER

### REGISTERED PROVIDER DETAILS

Name	The Committee of Tudor Pre-School Group 1026508
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### ORGANISATION DETAILS

Name	Tudor Pre-School Group
Address	Redwood Drive Hemel Hempstead Hertfordshire HP3 9ER

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Tudor Group Preschool was registered in October 1992 and is lead by Miss Lisa Wagstaff who is working towards an NVQ 3 qualification in Early Years Care and Education. It operates from a separate self-contained nursery classroom within the grounds of Tudor School on the Corner Hall Estate. This encompasses an entrance hall/cloakroom, play area, small storage cupboard, two child-size and one adult toilet and integral kitchen. Resources are shared between the Nursery and Preschool. The adjoining outside play area is on a lower level and is accessed by a wooden platform and steps. It is mostly equipped with small apparatus for which there is outside storage.

A maximum of 26 children may attend at any one time and children are accepted from 2 years nine months to five years of age. The group is open on Monday, Wednesday and Friday afternoons between 13:00 and 15:15 and children attend for a variety of sessions. There are currently 14 children on the role. This includes seven funded three year olds. There were a maximum of 12 children attending during the inspection of whom, six were funded three year olds. There are no children with Special Educational Needs although three children attend with English as an additional language.

In addition to the leader, four staff work with the children. Two members of staff hold an NVQ 2 qualification, one of whom is working towards an NVQ 3. A further member of staff is working towards an NVQ 2 qualification and the fourth is unqualified although tends to cover as and when required. Two members of staff hold an approved first aid qualification.

The setting receives support from the Preschool Learning Alliance (PSLA) and the Early Years Development and Childcare Partnership (EYDCP), Young in Herts.

### How good is the Day Care?

Tudor Group Preschool provides satisfactory care for children.

There are plenty of experienced staff who work with the children and work well together as a team. They are committed to continuing professional development (including Special Needs) although need to prioritise their knowledge of the National Standards in order to meet regulations and ensure that appropriate action is taken when there is a significant change in circumstances.

The indoor environment is easy to supervise and child centred. However, there is insufficient emphasis given to valuing the work of the children attending pre-school and the resources which are shared with the school Nursery are not always utilised to maximise opportunities for the children.

Staff prioritise the care and welfare of the children and offer a high level of support which helps the children to be happy and confident. They follow a daily routine that the children are familiar with and allow time for children to make decisions about their play so that they can enjoy exploring the resources that are available. The lack of assessment of children's progress hinders challenges set for children. However, staff are very good role-models and use positive methods for behaviour management which the children respond well to. Systems are in place to support children with Special Needs.

A formal system to identify and minimise risks has not yet been devised although staff are vigilant and supervise the children well. They promote children's health and hygiene, reinforcing hand-washing routines and offering healthy fruit snacks daily. The child protection policy and procedures have not been given sufficient priority and staff are not secure in their implementation or of the requirements.

Parent feedback confirms that staff have developed friendly, relaxed relationships with parents. They communicate informally and provide a variety of written information some of which is out of date or not in line with requirements.

#### **What has improved since the last inspection?**

There were no actions arising from the previous inspection.

#### **What is being done well?**

- Staff prioritise the care and welfare of the children who are happy, confident and enjoy their play in a relaxed atmosphere. Staff routinely encourage the children in their chosen activities and listen and respond to their talk, valuing their contributions and showing genuine interest. They are good role models and have a consistent approach to behaviour management using appropriate strategies that the children respond well to. Any conflicts are dealt with in a sensitive and appropriate way, through swift intervention which helps children negotiate and develop their social skills.
- Staff are active in promoting good hygiene through their consistent management of tasks and reinforcement with daily routines. For example, staff routinely use anti-bacterial cleaner on tables and use disposable gloves appropriately. They encourage hand-washing with the children as part of the daily routine before snack time and during activities. They recognise when

support is needed therefore many children are becoming confident and are able to independently manage their personal hygiene.

- Although there are no children currently attending with Special Needs, there are systems in place to support and identify children with Special Needs which are complemented by the high adult to child ratio's. The Special Needs Coordinator (SENCO) is continuing her professional development by attending regular cluster group meetings and records show that staff work in partnership with parents and advisory professionals.

#### **What needs to be improved?**

- informing Ofsted of significant changes
- documentation and knowledge of the National Standards
- child protection policy and procedures
- safety and maintenance
- displays and resources

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1 April 2004 Ofsted has received no complaints about this provider.

#### **Outcome of the inspection**

Satisfactory

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

##### **The Registered Person must take the following actions by the date shown**

Std	Action	Date
1	Ensure that the leader and staff have sufficient knowledge of the National Standards to implement requirements and that there are suitable procedures	31/01/2005

	in place when there is a significant change in circumstances including notifying Ofsted. (This refers to a change of committee/registered person).	
6	Conduct a risk assessment of the premises that includes an action plan with timescales identifying action to be taken to minimise risks. This should include (1) maintenance of the wooden platform and steps leading to the outside area; (2) accessibility of cleaning equipment and (3) monitoring the contents of kitchen cupboards).	28/02/2005
13	Revise child protection policy and procedures in line with Area Child Protection Committee guidance and ensure that the staff are suitably briefed to implement these.	28/02/2005
14	Raise awareness of the documentation required and implement or review as necessary (This refers to (1) procedures to be followed for lost or uncollected children (2) the record of any accident is signed by the parent (3) the written complaints procedure includes the address and telephone number of the regulator and (4) parent information/brochure provides appropriate up to date information).	28/02/2005

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Improve the environment for children inside and out through utilisation of a wider range of resources to promote their development and valuing the work of children who attend the Preschool through displays of the Preschool children's activities at eye level.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Tudor Preschool Group is acceptable but has some significant areas for improvement. It enables children to make generally good progress in their personal social and emotional development but has significant weaknesses in all other areas of learning.

The quality of teaching is significantly weak. Staff's understanding of the Foundation Stage is not sufficient to promote progress in children's learning but their knowledge and procedures for SEN are established. Staff have secure relationships with the children and manage their behaviour well. They give individual children a good level of support but do not sufficiently challenge them in their thinking or learning or address English as an additional language.

Space is organised to offer children independent choices of activities but the planning of activities and resources is too narrow to promote all aspects of learning. It is not linked to the early learning goals or designed to reinforce learning. Assessment systems are weak therefore staff are unable to take account of children's knowledge and skills or plan for the next steps in learning. As a result, staff expectations are unclear.

The leadership and management is significantly weak. Whilst the leader organises staff deployment to offer a good level of individual attention to the children, she does not have a clear vision for their learning in the Foundation Stage. Her knowledge is not sufficient to implement, monitor and evaluate an effective curriculum and she relies on outside agencies to identify areas for improvement. However, she is willing to improve and encourages her staff who are committed to their roles.

Partnership with parents is significantly weak. Staff have informal channels of communication which support children's needs and settling-in but systems to discuss progress are poor. Information about the curriculum has not been offered together with encouragement to share in children's learning.

### What is being done well?

- Staff encourage the children to enjoy activities and manage their behaviour well. Staff help the children to work cooperatively as a group for example by explaining and discussing fairness and turn taking with the children while choosing stories. Staff are constantly aware of the children and respond swiftly to any occasional disputes, explaining rules and helping children to develop care and concern for each other. There is a culture of constant praise and encouragement for children's contributions and good behaviour.
- There are established systems to support children with Special Educational Needs. Records show that the setting works in partnership with parents and advisory professionals in order to support children. The nominated member

of staff as coordinator for Special Needs (SENCO) attends regular cluster group meetings in order to update her knowledge.

- Personal, social and emotional development is a strength of this setting. Children enjoy their activities and are confident to access resources immediately they arrive at preschool. They are well supported to separate from their parents' with confidence and are beginning to develop their independence skills through familiar hygiene routines and availability of some resources such as aprons. Some children show care and concern for others, offering to hold a hand to help climb steps or encouraging friends to lift a story book flap at group circle time. They are supported to negotiate their own outcomes on occasions when they may find it difficult to work alongside others, for example sharing tools at the craft activity table.

#### **What needs to be improved?**

- leader and staff's knowledge of the Foundation Stage
- information to parents
- assessment systems
- planning and delivery of activities in communication language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

#### **What has improved since the last inspection?**

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy attending preschool and are confident to access activities immediately. Some are beginning to speak in familiar groups and developing their self-control and negotiation skills with support. They are proficient in some independence skills but have insufficient opportunities to extend these in all activities. They are beginning to have regard for others by offering encouragement and support but they have few opportunities to develop a sense of community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Some children listen and respond to stories and can talk about key features, relating them to their own experiences through talk, but are not encouraged to explain, predict or speculate during activities. They enjoy songs and rhymes which many can recite confidently but show little awareness to link sounds to letters or explore sounds in words. Children are beginning to handle pencils with increasing control but do not practise writing for a purpose or experience familiar words in print.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children explore shapes through craft activities and illustrations in books. Many can identify simple shapes such as circles and squares. They match shapes in puzzles by recognition but are not challenged to expand their range or talk about shapes of everyday objects. Some can count to 3 during songs but do not count independently in practical activities and are not sufficiently encouraged to experiment with mathematical language, calculation, problem solving, measure and recognising numerals.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children enjoy exploring properties of sand, cornflour and dough through their senses and some recognise different properties of dry and wet sand. They use simple tools during activities but show little interest in designing and constructing and have no opportunities to learn about technology or operating simple equipment. Their experiences of different cultures is infrequent through festival craft activities and they do not routinely learn about the local environment and the natural world.



## **PHYSICAL DEVELOPMENT**

Judgement:	Significant Weaknesses
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Through the routine and activities children are developing a sense of space. Those confident riding bikes can stop competently and most can judge body space in social groups. They develop their control and manual dexterity through handling materials and tools. They have some opportunities to balance with support. However, they are not routinely challenged in their large physical skills and health and bodily awareness indoors or outdoors.

## **CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children have time to develop their own ideas imaginatively through craft activities. They are beginning to explore and recognise colour and texture randomly. Some children use role play to imitate home experiences whilst others do not show sustained interest and use equipment boisterously. Children can choose and sing simple songs from memory and explore musical instruments through play although are not encouraged to learn about different sounds with resources, or express rhythm.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Ensure that the leader and staff have sufficient knowledge of the Foundation Stage to evaluate the effectiveness of the curriculum, promote children's progress towards the early learning goals through the stepping stones and provide sufficient challenge for children including support for children with English as an additional language
- Provide information for parents to help them to understand the Foundation Stage and contribute to their children's learning and assessment of progress
- Review assessment systems which are routinely updated and link to all aspects of learning and the stepping stones
- Revise the planning and delivery of activities to ensure that each aspect of learning in communication language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development is fully exploited and relates to the stepping stones, showing clear learning intentions based on the assessment of children's progress.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*