

# The Pines Pre School

Inspection report for early years provision

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**Unique reference number** EY284024  
**Inspection date** 10/02/2011  
**Inspector** Lisa Paisley

**Setting address** The Community Centre, Pinehurst Estate, Birdie Way,  
Hertford, Hertfordshire, SG13 7SX  
**Telephone number** 07989 434772  
**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*.

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## **Description of the setting**

The Pines Pre-School opened in its current setting 2004 and the provision operates from a local community centre on the Pines estate. It is situated within walking distance of schools and shops in Hertford. All children share access to a secure outdoor play area. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 9.30 am to 12.30 Monday and Thursday and 9.30 to 1.30pm on Tuesday, Wednesday and Friday.

There are currently 25 children aged from two to five years on roll. Children aged three and four years receive funding for early education. The pre-school serves the local community and wider areas. The setting supports a small number of children who have special educational needs and English as an additional language.

This provision is registered by Ofsted on the Early Years Register.

The pre-school employs six staff, of whom five, including managers, hold appropriate early years qualifications. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children in the early years age range are making good progress as staff have a good understanding of the Early Years Foundation Stage and the developmental needs of young children. The provision provides a nurturing environment effectively supporting children's personal, social and emotional development. Partnership work with parents and others is good as staff endeavour to support children and families to promote good outcomes for all children. Self-evaluation systems have not yet been fully developed to ensure continuous improvements are sustained.

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

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

- develop planning and assessment arrangements ensuring that they are closely tailored towards children's individual interests and learning styles
- review the organisation of snack time to further promote learning opportunities and encourage children's self-help skills
- develop self-evaluation systems to ensure continuous improvements are sustained.

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

All required documentation is in place and is effectively maintained for the secure management of the pre-school. Policies and procedures are comprehensive and they reflect staff's current working practices. Recruitment and vetting procedures are good, ensuring that all individuals working at the setting are suitable to do so. Children are effectively safeguarded as staff have a good understanding of their role in protecting children. The written safeguarding policy has been updated to reflect recent changes. Staff have a good understanding of safe practices, this includes nappy changing procedures and the storage of mobile phones. Risk assessments are in place and staff continuously monitor the environment ensuring any potential risks to children are minimised. Children and staff practise fire-evacuation procedures and all fire equipment is in place and well maintained to further safeguard children. Effective arrival and departure procedures and the monitoring of visitors further safeguards children.

The setting is a positive play and learning environment as all resources and activities are organised effectively to meet the needs of the children and there is a good selection of resources and equipment across the six areas of learning. Staff ensure all children's art work is displayed and resources are organised to allow children to access them safely, with independence. However, the organisation of snack time does, on occasion, limit children's learning opportunities and the promotion of self-help skills. Teamwork is good as all the managers and staff have a clear understanding of their role and they clearly enjoy and value working with young children. Staff have additional responsibilities, such as, special educational needs co-ordinator and safeguarding officer and they are effective and experienced in their roles. All staff, including the managers, work hard to maintain good standards of care and provide a positive play and learning environment. This includes accessing training and developing the garden area. However, self-evaluation systems are not yet fully embedded to ensure continuous improvements are sustained.

Partnership work with parents is good as staff work hard at developing good relationships with parents. They listen to parents' views and contributions and always support families in meeting children's needs. A good range of information is exchanged on a regular basis, including newsletters and regular parent meetings. This ensures that ongoing communication is good and consistent. Parent's complimentary comments include children being 'happy and safe' and also that staff are 'very friendly and helpful'. The pre-school has established successful relationships with the local schools and other agencies delivering the Early Years Foundation Stage.

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

Planning, observation and assessment arrangements are in place to support children's learning and developmental needs. However, assessments do not always clearly inform future activity plans and, consequently, children's individual learning styles and interests are not always closely matched within the planning. Children's individual learning journeys provides a rich textual narrative for parents. The profiles include written observations, next steps and development matters framework. Initial assessments of children have recently been implemented ensuring children's progress is effectively tracked. Overall, children are making good progress considering their capabilities and starting points. There is a good range of resources, posters and play equipment that reflects cultural diversity. Children learn about the wider world through daily routines and planned activities including The World Cup, Christmas, The Easter Parade and Mother's Day.

Children are settled, confident and self-motivated to learn as they are provided with a good range of activities and play opportunities. Staff skilfully support children in their play and learning as they are purposeful in their interactions and promote shared and sustained thinking. Children's language is good as they use a good range of vocabulary to express their thoughts and feelings. The designated book room is well resourced and is warm and welcoming. There is a good selection of story and information books that offer both instruction and delight for children and, they particularly enjoyed a book about a giant. Children learn about early mathematical concepts through daily routines, number rhymes and planned group activities, for example, passing around the number bag.

Children's behaviour is good as staff successfully create an environment that values positive behaviour. They form close friendships with their peers and they are co-operative with their friends as they share and take-turns in their play. Positive contribution is promoted as staff effectively praise and encourage children throughout the day and children receive reward stickers for their individual achievements. Children have good opportunities for self-expression and use their imaginations, they particularly enjoy music and movement sessions where they energetically participated in Peter plays with one hammer. The outdoor play area offers a very exciting play space for fresh air and active physical play. They are confident in riding tricycles and in using the climbing frame. They also learn about the natural world through planting bulbs and planned topic work, such as, the Artic Adventure. Children have regular trips out into the community; this includes Willow Farm, Barclay Park and Wildlife Paradise Park. The 'Big Pick Up' project also provided opportunities for children to learn about litter and re-cycling and good partnership links within the community.

Children's health and safety is promoted well by the staff as they ensure that they know about their own personal hygiene and how to be safe within the environment. They practise regular fire drills with the staff and children are continually reminded how to be safe and why, for example, when using play equipment and walking around the indoor play space. Snacks are healthy and warm snacks, such as toast and crumpets, are provided during the winter months.

Children have access to fresh drinking water to ensure that they remain hydrated at all times. Good systems are in place to support children with special dietary needs; this includes obtaining all the information and writing care plans. Overall, their health and well-being is effectively promoted.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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