

# Tilehouse Street Pre-School

Inspection report for early years provision

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<b>Inspector</b>	Lynne Talbot

<b>Setting address</b>	Tilehouse Street Baptist Church, Upper Tilehouse Street, Hitchin, Hertfordshire, SG5 2EE
<b>Telephone number</b>	07799 154473 Manager 01462 453740
<b>Email</b>	leader@tilehousetstreetpreschool.org.uk
<b>Type of setting</b>	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

Tilehouse Street Pre-School is a committee run provision which has been in operation since 1968 with a more recent registration of 2003. The provision operates from Tilehouse Street Baptist Church buildings in Hitchin, Hertfordshire and serves the local and wider area. The building is accessible to all children. Children have access to a secure outdoor play area.

The provision is open each weekday during school term-time only. Sessions are from 9.00am to 12.00pm on Monday and Fridays, from 9.00am to 3.00pm on Tuesdays to Thursdays with a lunch club in operation on those days from 12.00pm to 1.00pm. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the provision at any one time. The provision is registered on the Early Years Register. There are currently 47 children on roll. The provision provides funded early education for two-, three- and four-year-olds.

Some children attend other settings such as the early years unit of the local primary school or childminders. The provision supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The provision employs 10 members of child care staff. Of these, eight hold appropriate early years qualifications at Level 2, 3, 4 or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Planning for the Early Years Foundation Stage is adaptable to children's interests and supported by planning which shows good range and detail. This ensures that children receive experiences that foster good progress overall. Staff create a very welcoming environment, using firm safeguarding procedures and regular risk assessments. They have good knowledge of each child's needs to ensure that every child is fully included. Partnerships with other child care agencies, together with those with parents and carers, are particularly strong whilst those with other settings that children attend are developing. The managers communicate ambition and drive, using developing self-evaluation procedures to secure purposeful continued improvement.

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

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

- improve the use of information gathered about children's learning to enhance their good progress towards the early learning goals with particular reference to identifying starting points and parental input, and showing how the identified next steps feed into the planning
- review the record of risk assessment to ensure that the risk assessments

- cover anything with which a child may come into contact
- develop links with all other settings providing for children in the Early Years Foundation Stage to ensure continuity and coherence to support outcomes for children.

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

Comprehensive safeguarding procedures ensure that children are fully protected. Staff attend regular training courses to update their knowledge. The provider ensures that all persons required undertake the appropriate checks to safeguard children with regular review and evaluation of practice within the provision. Additional security measures, introduced after a review involving parents, add to the safety measures that protect children. Risk assessments for the premises and all outings are effective. However, the record of risk assessment does not contain detail of everything with which a child may come into contact. This means there is potential for the assessment actually undertaken to fail to fully protect children. An accident log is maintained and shared with parents and shows full detail of any accident helping to ensure that children are protected. The provider implements thorough recruitment and induction processes for all staff and volunteers. Appraisal systems each year help to ensure that the staff group remains effective at all times. The provider and staff group are highly enthusiastic and have clear expectations for progression. There is a strong commitment to ongoing professional development throughout the staff group with all staff working towards the next stage in their professional development. This results in a positive impact on the care and learning provided. Self-evaluation processes are underway including an evaluation of sessions and activities, input from the parents, and work with the local authority development advisors. This includes ongoing development work during Hertfordshire Quality Standards (HQS) and the Every Child A Talker (ECAT) schemes. The processes initiated are sufficiently reflective to form the basis of internal review to focus on the outcomes for children and continue to develop.

Children's individual needs are extremely well met. Staff work very closely with other professionals seeking and adhering to learning or welfare programmes. They work closely with parents when specific need is identified seeking training for all staff to enable children to be fully included. These methods ensure that every child is supported to achieve. The provider and staff group actively promote equality and diversity and tackle unfair discrimination. They are committed to working in partnership with others and establish effective working relationships with some provisions. For example, they meet regularly with the local Children's Centres and are part of a network group that meets to review and develop practice. They invite staff from new settings to visit children during their final term and share stories and photographs. In turn, some staff visit those new settings to help children settle during their new terms. However, as yet they have not fully developed the partnerships with other settings that children currently attend to ensure continuity and coherence to support outcomes for children.

The provider and staff are working to promote positive relationships, a respect for rights, and understanding and respecting differences. They make the most of

events and festivals to broaden children's awareness of each other's home culture and the wider society. For instance, they invite parents to share their culture learning key words to enable staff to support children. Visual timelines and some use of Makaton signing support children with limited understanding of English and those needing additional support to settle. Parents visit to share Asian drums and music, to discuss the Jewish festival of Passover, and to discuss prayer in the Muslim faith viewing prayer mats. The highly inclusive systems of communication used to engage parents and carers ensure that there are consistent and productive partnerships. Methods include newsletters, questionnaires, and an extremely informative website containing a wealth of information and detail. Parents' evenings are organised where parents enjoy photo slide shows, displays of activities, leaflets and books as well as presentations and question and answer sessions. There is clear indication that the provision seeks to act on comments made by their users. For example, questionnaires have sections that seek feedback from both parents and children. Parents comment that the pre-school has a 'continued commitment to better themselves in what they do' and that there is a 'warm caring environment which encourages independence'. Staff are deployed extremely well throughout sessions moving between indoor and outdoor areas. The environment is highly conducive to learning, safe and well cared for. A broad range of quality play provision is used to achieve the planned goals. Consequently outcomes for children are very good due to the commitment of staff, attention to children's needs and the excellent use of resources.

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

Children are offered planned activities that help them to make good progress overall in their learning and development. Detailed assessment through recorded observation is in place and the information gained is used to identify next steps based on children's interests. Observation is regular and added to development matters tracking to show children's progression. The staff group evaluate all sessions and ensure that planning meets every child's next objective. However, the planning for the group does not currently show how children's interests and identified next steps are incorporated. It does not build from a starting point for each child to which parents have contributed. This means that children's individual progress may not be sufficiently challenged or support provided for them to reach their full potential. All children have daily opportunities to become physically active, developing good health. The provision has fully embraced the indoor/outdoor learning approach and children use the partially covered outdoor area in all weathers. They learn through real life experiences digging in the raised beds to find worms and ladybirds, planting flowers and potatoes that they harvest, and observing the seasons. Children are observant and ask questions about the plants that grow pointing out dry brown leaves and asking if the plant is still growing. They work in groups to construct obstacle courses using reclaimed materials such as wooden blocks, tree stumps, wheels and tubes, and guttering. Children become fully engrossed in their play which is supported by staff that facilitate the play by providing mark making materials for them to make drawn plans. Children demonstrate a high degree of independent learning as they make clear decisions

working safely and cooperatively, seek and use play materials taken from indoors to outside, and solve problems together.

Children share singing, stories and books in groups. They contribute ideas and use their developing knowledge. For example, children help staff prepare for a story by counting named items to be added to a tray linked to the story. They make tickets for a train, and find marbles and crayons to add. Staff are skilled at using spontaneous learning opportunities such as this to enhance learning. They introduce calculation and children develop an understanding of 'more than' and 'less than' as they count out the required number. Children avidly explore technology and use a laptop computer confidently. They eagerly explore binoculars, magnifying glasses and cameras. Staff provide opportunities for children to pursue new learning such as providing blanket tents with torches. Children excitedly shine the torches inside the dark area and all round the playroom; they offer a turn to their friends sharing extremely well, and investigating early science. Staff support children's curiosity in how things work and follow child initiated learning extremely well. For example, when a battery operated train fails to work they are helped to use a screwdriver to open it and replace the batteries subsequently finding that the toy is full of sand which stops the mechanism from working. Children are delighted when, after cleaning the train, they make it work.

The provision has been fully involved in the government strategy 'Every Child A Talker' (ECAT) initiating works to fully support the developing language of children and parental involvement. Children develop and use 'chatterboxes' using them to complete a fundraising challenge to raise funds for the group's nominated charity for the year. The boxes are developed, for example, around a story or theme such as pirates. They are filled with objects, stories and suggestions sheets for activities linked to the theme. Each time they are taken home, parents complete a comment book which is an excellent way to support shared learning in the home. Children are very aware of their local community carrying out trips to the market and a large supermarket exploring where they live and the local community. They take part in events such as a World Record attempt for the largest game of 'heads, shoulders, knees and toes'. They have close links with a local care home for the elderly carrying out visits to give concerts and learn about the different generations in the society in which they live. Children regularly discuss keeping themselves safe when they carry out emergency evacuation routines. Staff challenge children to consider what they do and to think about why their actions may be unsafe. Role play using traffic signs, zebra crossings, cones and traffic lights helps children to consider road safety. Personal hygiene routines are followed with most children showing independence in personal care. Healthy eating and nutrition is incorporated into the daily care with children discussing nutrition as they sit together to eat their packed lunches. Themed works planned routinely support their developing knowledge. Children show an excellent awareness of themselves in relation to their place within the provision and are very well equipped with the skills and attitudes necessary for future learning and taking their places as part of the community.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

### 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	1
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	1
The extent to which children develop skills for the future	1

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