

# Hall Grove Community Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	148123
<b>Inspection date</b>	06/05/2011
<b>Inspector</b>	Jo Rowley
<b>Setting address</b>	Care of Ludwick Family Club, Hall Grove, Welwyn Garden City, Hertfordshire, AL7 4PH
<b>Telephone number</b>	01707 880 890
<b>Email</b>	
<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*.

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.

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## Description of the setting

Hall Grove Community Pre-School is a committee run organisation that registered in 1992. It operates from the Ludwick Family Club, which is part of the Hall Grove Community in Welwyn Garden City, Hertfordshire. The pre-school serves the local and surrounding areas and has links with the local primary school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play. The pre-school opens each weekday, during school term time, from 9.15am until 12.15pm with children attending for a variety of sessions.

A maximum of 26 children may attend the pre-school at any one time and there are currently 26 children attending who are within the Early Years Foundation Stage age group. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs four members of child care staff. Of these, two hold appropriate early years qualifications to Level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff's knowledge of the Early Years Foundation Stage is suitable. The leader and staff team provide a warm and welcoming environment and they are aware of appropriate safeguarding procedures to ensure that children are safe. Staff have begun to build an accurate knowledge of each child's needs to ensure that they promote an inclusive environment in which every child feels included. Partnerships with parents, carers and other professionals are developing, helping to promote partnership working and foster children's development. Procedures for self-evaluation, to promote continued improvement and outcomes for children, are established and staff are generally included in the process for developing future plans in order to promote children's learning and development. However, planning and assessments for the Early Years Foundation Stage are not effective in consistently promoting all areas of children's learning.

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

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

- update the risk assessment record to clearly show when it was carried out, by whom, date of review and any action taken following a review or incident (safeguarding and promoting children's welfare).

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

- use observations to plan the next steps in a child's developmental progress and incorporate these next steps into the planning to ensure that activities are tailored to the needs and abilities of individual children
- deliver the six areas of learning consistently through planned, purposeful play, with a balance of adult-led and child-initiated activities.

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

Suitable safeguarding procedures and sound staff knowledge ensure that children are protected. For example, staff have completed additional safeguarding training and there are effective written policies in place. Staff are vigilant at dropping off and collection times to ensure that children do not leave the premises unsupervised, promoting children's safety. Risk assessments are carried out, although, the recording of these are not effective because they do not show the required information, such as, when they are carried out, reviewed or updated, therefore evidence of risk assessments is limited. The leader and deputy are responsible for ensuring that only vetted persons have access to children and there are written procedures for seeking clearances for all volunteers. Clear recruitment and induction procedures ensure that all staff working with children are suitable to do so and that they hold the required clearances. Weekly team meetings and regular appraisals are used to promote staff's understanding of their role and responsibilities.

The pre-school team work well together. Self-evaluation processes have begun and a formal written evaluation of the settings' practice is in place. The leader and deputy take responsibility for the self-evaluation and acknowledge that staff may benefit further from more involvement in this. Staff are suitably deployed throughout the setting and the environment is bright and welcoming, decorated with posters and examples of children's work, promoting their self-esteem. Resources are well-used and offer children a variety of interesting and fun activities, for example, children's knowledge and understanding is promoted as they learn about creatures 'under the sea' as part of their current theme. However, all six areas of learning are not consistently delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities and therefore, children do not always have planned goals for their learning and development.

Staff provide play provision to promote diversity and social awareness with opportunities for children to fully explore diversity and cultural awareness, for example, children have recently celebrated the royal wedding through art and craft activities. Children who speak English as an additional language are supported by staff who work with parents to support each child by using words and phrases in the child's home language. Staff have worked to develop relationships with parents, carers and other settings, such as the local primary school and provide information to these settings, enabling them to have a knowledge of the children's achievements and development. Ongoing relationships with the children's centre

staff are promoted as they work together, sharing information to promote better outcomes for children.

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

Children are happy, settled and make suitable progress overall in their learning and development. Observations, including snapshot and more in depth versions, are carried out for most children on a regular basis. However, staff do not effectively identify the next steps in a child's learning and therefore, these are not incorporated into the planning to ensure that activities are tailored to the needs and abilities of individual children. Planning is organised between the leader and deputy with other staff having some input into this. However, the six areas of learning are not consistently planned which means children may miss out on some areas of their learning. Children's development in communication, language and literacy is promoted as they show an interest in stories, reading and writing. They independently access writing equipment, such as, pens, pencils and crayons as well as having the opportunity to write their own name on their art work, promoting their self-confidence. Children enjoy story time and participate in the stories told. An example of this is as the children listen to a story read by a member of staff. Most children know the story well and join in as the staff member uses different voices for the different parts of the book, capturing the children's interest.

All children show a great interest in creative and imaginative resources, engaging fully in role play for extended periods of time. For example, a group of children get dressed up in clothes and shoes and carry handbags. They use a mirror to look at themselves before going off to 'do some shopping' whilst other children enjoy the farm animals as they use their imaginations to create their own games. Children have opportunities for self selecting activities, for example, children access a large box of cars and vehicles which they empty on to the carpet. A member of staff asks if they would like the garage out with this, which the children eagerly say yes to. Together the group of children talk about the cars and as the member of staff joins in with their play she extends their learning through discussion about what happens if a car tyre goes flat. Children demonstrate their knowledge as one child clearly says, 'it means the car has a puncture'.

Children's physical development is regularly promoted as they have daily opportunities for outside play where they use resources, such as, balls, bean bags and hoops. Staff join in with the children's play and encourage them to play together by initiating games with them. For example, a member of staff puts four different coloured hoops on the floor and asks children to find different resources in the outside area that will match the hoop colour. Children are quick to join in and are soon filling the hoops with various resources, promoting their physical and creative development. Other children enjoy using their imaginations outside with a range of dolls and figures that they dress and undress. This develops into conversation about the recent royal wedding where children talk about the prince and princess, what they wore, the carriage they rode in and what the children did to celebrate. Children are keen to explore technology as they confidently use

binoculars or use the globe to look at and talk about different parts of the world. Children have some ownership of their health and hygiene and follow daily routines, such as, hand washing before eating snacks and after toileting. Children are offered healthy snacks of fresh fruit and their independence is promoted as they pour their own drinks and choose their own fruit, whilst sitting with their friends.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
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