

Aycliffe Drive Pre-school

Inspection report for early years provision

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Inspector	Sheila Harrison
Setting address	Aycliffe Drive JMI School, Aycliffe Drive, Grovehill, Hemel Hempstead, Hertfordshire, HP2 6LJ
Telephone number	01442 404012
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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

Aycliffe Drive Pre-School opened in 1978. In June 2010 the Pre-School moved into a purpose built unit which is attached to the nursery unit of Aycliffe drive JMI school in Hemel Hempstead, Hertfordshire with a secure enclosed outside area. It is run by an independent committee, separate from the school.

The setting is open every Monday-Wednesday from 8.45am to 3.15pm and Thursday-Friday from 8.45am-11.45am term time only. The setting receives support from the local community and local authority. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register. A maximum of 30 children within the early years age range may attend the setting at any one time. There are currently 30 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs five members of child care staff. Of these, one holds an appropriate early years qualification at Level 2 and three members of staff at Level 3. There is one member of staff who is waiting to start working towards early years professional status. The setting receives support from the school and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are making good progress in their learning and development. Strong links with parents and carers ensure they are kept well informed of their children's progress. The setting promotes an inclusive, healthy and generally safe environment where staff are well-aware of, and respond to, the individual needs and interests of the children. Staff generally work closely in partnership with other professionals and this ensures that the uniqueness of each child is fully recognised. The management and the team work well to gain an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it.

What steps need to be taken to improve provision further?

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

- ensure written parental permission must be requested at the time of the child's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

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

- enhance the observation, assessment and planning systems to include children attending the extended care sessions to ensure that they extend and support their learning.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are carefully managed. Staff have a secure understanding of the safeguarding processes through recent and relevant training. Effective procedures are in place for liaising with the appropriate child protection agencies. Records required for the efficient management of the early years provision and to meet children's needs are mostly maintained and effective, although permission for emergency medical treatment is not always collected before a child starts and this potentially limits the care of the children in an emergency.

The suitability and qualifications of all adults looking after children are ensured with robust recruitment processes and proficient induction procedures. Staff are enthusiastic and managers support staff to secure improvement. They are gaining professional qualifications and are eager to improve their skills and knowledge through training. The surroundings are conducive to learning, are secure and supportive. Detailed risk assessments and daily checks on the premises are carried out. Any maintenance issues are quickly dealt with. Children are well supervised to ensure their safety. They show a strong understanding of how to keep themselves safe as they are encouraged to walk indoors and to use the slide outside with care. Staff's good knowledge of the Early years Foundation stage promotes children's learning and development. An interesting, well-equipped and welcoming environment successfully reflects children's backgrounds and the wider world. Bilingual children and those with English as an additional language are well supported as staff learn a few words to meet the children's basic care needs. They listen to a translation by a computer programme that pronounces words in other languages. Staff bring information from recent training courses to the setting to help children to develop their concentration skills.

Staff promptly identify a child's need for additional support, sharing information and records with colleagues, parents and, where appropriate, with interagency teams to ensure that each child gets the help he or she needs. Most children's progress is carefully monitored to ensure that there is no underachievement. Staff are well aware of children's likes, dislikes and current stage of development through the sensitive settling procedure, including the information parents provide and the home visits. This information helps the setting to provide an individualised service and have realistic expectations of the children.

Managers consistently communicate high expectations to staff about securing improvement. They stimulate the enthusiasm of staff and channel their efforts to

effectively evaluate the provision. The setting has made good progress to address the recommendations made during the last inspection. Recent questionnaires from parents, input from team meetings and involvement in a quality assurance system are collated and assessed to inform the detailed self-evaluation system. Staff work closely with the nursery class and the children's comprehensive learning journeys ensure a seamless transition to school. Staff use the local community to help turn their outdoor space into an exciting learning environment.

The setting has effective and well-established relationships with parents and carers, ensuring each child's needs are met. There is a well-developed, two-way flow of information about their own child's achievement, well-being and development. Staff visit some children in their home to gain valuable information on the starting points in their learning. Parents talk daily to the staff about their development at home. They can see their child's learning journey on request and are encouraged to add comments from home. Parents and other member of the community are encouraged to take part in the decision making process by serving on the committee. Regular newsletters welcome new children and celebrate birthdays; it gives information on the Early Years Foundation Stage and the topics.

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

Children are developing very positive attitudes to learning. They behave well, enjoy their time at the setting and display high levels of involvement in the activities. They are making good progress in their learning and development as the staff ensure each child is sufficiently stimulated through a wide range of planned and child-initiated play activities. Staff undertake frequent individual observations and assessment and use this information to make effective plans for the next steps in children's development. Staff ensure these are linked to each individual child so that young children are helped to settle and make friends and older more able children are offered suitably challenging activities. However, plans for children attending in the afternoons as 'extended care' are less well formed potentially limiting opportunities to reinforce children learning.

Children enjoy counting, sorting and matching the small model bears to the textured cards displaying numerals. They enjoy finding and counting the sea shells hidden in the sand tray. Outside, children initiate role play activities on a larger more active scale as they sweep the leaves. Staff help children to communicate, they use Maketon signing following participating in a course and this sensitively encourages children to join in at circle time.

Children are learning about the world about them as the setting displays a range of positive images of other cultures and they acknowledge the festivals of themselves and those of others. Children are caring for the living world and they feed the birds, grow flowers and plant runner beans to continue the story of 'Jack in the beanstalk'. Staff are planning to introduce a forest classroom to extend children's understanding of nature.

Children are learning to be safe with exciting visits from the fire service, children have much fun as they try on the fire safety equipment and they learn what to do in the case of a fire. They enjoy the visits from the school's road safety officer to practise road safety.

Children's health is well promoted, they have many valuable opportunities to exercise indoors with a music and movement compact disc. They are learning to peddle tricycles outside. Children have healthy snacks and the setting has made considerable changes to ensure children with allergies are well catered for. This includes making the activities accessible for all children and safe for those with allergies.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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