

# High Wych Pre-School Nursery

Inspection report for early years provision

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**Unique reference number** EY426856  
**Inspection date** 30/11/2011  
**Inspector** Susan Ennis

**Setting address** The Bullfields Centre, Cutforth Road, Sawbridgeworth,  
Hertfordshire, CM21 9EA

**Telephone number** 07792612585

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**Type of setting** Childcare - Non-Domestic

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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**

High Wych Pre-School Nursery registered over 30 years ago and moved to their new premises in 2011. The pre-school operates from a community centre in Sawbridgeworth, Hertfordshire. The pre-school serves the local area and has strong links with the local schools and children's centre. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school is open from 9am until 3pm five days a week during term time. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register and a maximum of 24 children may attend the setting at any one time. The pre-school provides funded early years education. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six members of childcare staff. Of these, all hold early years qualifications to National Vocational Level 3. The Leader has achieved an Early Years Degree in Educational studies. The pre-school receives support from the local authority and the Pre-school Learning Alliance.

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

Overall the quality of the provision is outstanding.

The commitment and dedication demonstrated by the whole pre-school team enables them to offer an outstanding standard of care and education to the children. Children clearly thrive and make excellent progress across all areas of the Early Years Foundation Stage. This is because the pre-school has developed highly effective practices and procedures for planning, assessing and promoting their learning. Staff value diversity and are highly successful in ensuring that children's uniqueness and individuality is recognised and that all are well integrated and achieving their potential. Dedicated partnerships with parents contribute significantly to ensuring that the individual needs of each child are fully met. Strong leadership, rigorous monitoring of practice and robust self-evaluation systems ensure that plans for the future are well targeted and that improvements continue to be made where they have the greatest impact on the children.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to reflect on the overall practise of the setting to further enhance the excellent outcomes for children.

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

The pre-school demonstrates a very high level of commitment to promoting children's safety. Comprehensive awareness of safeguarding issues among the pre-school staff ensure that children's welfare is prioritised. All staff attend training in child protection and are aware of the contact numbers for reporting concerns should they occur. Extensive recruitment and vetting procedures, including the induction of new staff, ensures that staff are suitable to work with the children and a rolling program of training builds on their childcare knowledge. Children's well-being is meticulously enhanced by the exceptional organisation of the pre-school and the comprehensive policies and procedures in place. All areas of the pre-school are checked on a daily basis and comprehensive risk assessments are regularly carried out.

The pre-school consistently and actively promotes equality and diversity and tackles unfair discrimination. They therefore offer a service that is fully inclusive for all children and their families. All children receive a passionate and committed level of support and stimulation to help them progress and reach their potential. Staff know the children exceptionally well and work with their parents to gain a thorough understanding of each child's background and needs. For example, for children for whom English is an additional language, the staff send home photographs of the day's activities so that they can be looked at and discussed with the parents. The pre-school provides a highly vibrant, stimulating environment which is exceptionally conducive to children's learning and which ensures that their progress in relation to their starting points is outstanding. Exceptional use is made of the outside play area covering a full range of inspiring and exciting experiences. For example, children initiate mixing soil with water to make a muddy solution that they then enthusiastically stamp onto white paper to leave their muddy footprints.

The pre-school's dedication to building trusting and professional relationships with the parents and other settings ensures that children are consistently cared for. Parents and carers are exceptionally well informed about all aspects of their children's achievement, well-being and development and are fully included in the process. Home visits are carried out so that staff can get to know the parents and children before they start at the pre-school, and regular parent consultations are held to encourage the parents to look at their child's 'Busy Book' and discuss their progress in more detail. The pre-school encourages parents and carers to become actively involved in their children's learning. For example, newsletters contain details of the different learning opportunities relating to the current topic that parents can compliment at home. Parents are encouraged to have a very open relationship with the manager and staff team who make themselves readily available to talk to them at all times. The pre-school is highly committed to working in partnership with other agencies, professionals and settings involved in the children's lives. There are well-established channels of communication that successfully promote children's learning and welfare. Reception teachers often visit the pre-school to get to know the children before their transfer to school and developmental information is shared to ensure consistency of care.

All staff at the pre-school have very high aspirations for the quality and care the setting provides. The management team's infectious enthusiasm and the staff's genuine aim to provide consistently high standards of care means that they continuously evaluate their practice and make changes to improve the outcomes for all children and parents. Self-evaluation at all levels reflects rigorous monitoring and analysis of what the pre-school does well and what it needs to improve and staff recognise that this is an area for constant reflection. As a result, actions taken have an outstanding impact in bringing about sustained improvement to the early years provision.

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

Children make excellent progress in all areas of learning because the staff are experts in using their wealth of understanding of the Early Years Foundation Stage to extend their learning and development. The exceptional organisation of the education program ensures that children receive rich, varied and imaginative experiences that meet their needs exceedingly well. Thorough settling-in procedures and initial assessments ensure that staff are aware of children's interests and capabilities. Comprehensive observations and assessments then enable the staff to build on what the children know and plan for their continued development. Staff are highly motivated in meeting the individual needs of all the children. For example, during circle time they are very aware that not all children can sit for a concentrated period of time. They therefore use prompts, such as puppets, to engage the children's interests as well as placing small items that the children can play with on the carpet to keep their hands occupied.

The exceptional range of child-initiated and adult-led activities ensure that children's interests and knowledge are continually extended. Staff know the children extremely well and are experts in their understanding of how young children learn and progress. For example, children develop their problem-solving skills as they sing counting songs, such as 'Ten fat sausages', and find the corresponding number on their bike to the one on the wall. Their knowledge and understanding of the world is enhanced as they use the sensory light box to look at and work out what makes a shadow and they develop their senses as they try different types of fruit and watch intriguingly at the 'rot' box as fruit deteriorates and the insects arrive. They use natural materials, such as sticks and feathers, to paint with and enjoy participating in creative activities, such as pretending to be a twinkling star. Staff are also experts at drawing out the learning from daily routines and activities. For example, children develop their sense of self as they self-register themselves by placing their photograph on the displayed tree and are welcomed with a cheerful 'Hello' at circle time. They count the staff present and are reassured about the inspector's presence as they are encouraged to be kind and show her what they like to play with.

Children enjoy their time at the setting and show high levels of independence, curiosity, imagination and concentration. They forge friendships with the staff and each other and their behaviour is excellent. They follow the exceptionally positive role modelling of the staff and learn the expectations in place. For example, they

energetically help to tidy away the toys and know to sit at the table whilst eating their lunch. They are learning to care and respect others as they discuss the setting rules, such as being kind and using their listening ears whilst other children build their confidence by singing their favourite nursery rhyme in front of the group. Staff actively help the children learn about the society in which they live and the wider world. For example, celebrations of festivals are built into the planning. Children thoroughly enjoy trying to write Chinese characters in celebration of Chinese new year and discussing the different types of weather in countries they find on the map.

Children's health and welfare is extremely successfully promoted as the staff take active steps to minimise the spread of infection and develop children's understanding of healthy living. For example, all children show an exceptional understanding of the importance of following good personal hygiene routines as they know to place used tissues in the bin and to wash their hands to prevent the germs from making them unwell. Children become very aware of their own physical abilities as they stretch out their arms to walk along the balance beam and squeal with delight as they participate in a game of 'What's the time Mr Wolf' waiting for the moment when it is 'dinner time' so that they can all run away. Children are made extremely aware of their own safety and that of their friends. They are reminded to use 'walking feet' inside and are asked to think about why they need to walk and not run. When going outside, they also know to put on a high visibility jacket and to only talk to people who are also wearing them, such as their friends and the members of staff, building their understanding of not talking to strangers.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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