

Tudor Pre-School Group

Inspection report for early years provision

Unique reference number

129404

Inspection date

03/02/2012

Inspector

Fiona Robinson

Setting address

Redwood Drive, Hemel Hempstead, Hertfordshire, HP3 9ER

Telephone number

01442 256294

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tudor Pre-School Group was registered in 1992 and operates from a self-contained nursery classroom within the grounds of Tudor Primary School on the Corner Hall Estate, Hemel Hempstead, in Hertfordshire. The facilities include an entrance hall, cloakroom, main playroom/classroom, toilets, some storage and an integral kitchen. The pre-school has sole use of the building and a secure, outside area available for outdoor play. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

A maximum of 26 children under eight years may attend. Of these, not more than 26 may be in the early years age group, and of these, none may be under two years at any one time. Children attend from two to four years of age. Currently there are 26 children aged from two to under five years on roll, of whom seven receive funding for nursery education. The group is open weekday afternoons from 1.15am to 3.30pm, during term time. Children come from the local area and attend for a variety of the sessions on offer.

There are five members of staff who work with the children. Of these, three hold National Vocational Qualifications (NVQs) at level 3 and two are working towards NVQs at level 3. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are included in interesting, well organised activities and respond well to the care and support they are given. They develop good relationships with each other and achieve well. Partnerships with parents and carers, the host school and outside agencies are outstanding, and information is shared very effectively. The manager and staff are able to identify where their strengths and areas for development lie. There is a good record of continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the range and use of technology to support children's learning and development
- develop children's problem solving and investigatory skills in the outdoor garden and environment.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding and child protection issues. They carry out risk assessments regularly to ensure children's safety in the indoor and outdoor areas. Staff are deployed effectively to ensure children's safety and parents are familiar with the rigorous procedures for the collection of the children. Staff ensure that comprehensive policies and procedures are fully implemented. There are robust systems in place for staff recruitment and vetting, to check the suitability of adults working with or having contact with the children. Fire evacuation practises are held regularly so that children become familiar with the routine. Resources are well maintained, safe and suitable for children to use.

The pre-school is well led and managed and the manager and staff take the views of parents into consideration when identifying areas for improvement. Good progress has been made in addressing the recommendations of the previous inspection. Staff meet regularly to share planning and monitor the children's achievement and progress carefully. They have improved opportunities for children to develop their communication, language and literacy skills and effective use is made of a good range of resources to meet most of the children's needs. There are good self-evaluation systems in place and staff regularly attend training to enhance their expertise. However, there are fewer opportunities for children to explore and investigate their outdoor and natural environment, which impacts on the development of these skills. Also, resources such as the digital camera, computer and other technology are more limited, which affects the development of the children's skills to record and share their experiences with one another. Staff are ambitious for the pre-school and through their strong teamwork they demonstrate a good capacity to improve. They actively promote equality and diversity by ensuring that children are integrated into activities and through the celebration of festivals, such as Diwali, Harvest and Christmas. Children enjoy making bread rolls as part of their harvest celebrations.

Partnerships with parents and carers are outstanding. They say that staff are very caring and approachable and the pre-school is a very safe and bright place for the children to have fun in. They receive information about special events and activities, such as the teddy bears' picnic and the sponsored walk, through regular newsletters, informal discussions and the parents' notice board. Key staff meet with parents and carers regularly to share children's assessment records and work contained in their learning journals. Parents feel they are kept very well informed of their children's achievements and progress and are appreciative of the more formal termly consultation meetings. They are very supportive of fundraising activities. Links with the host school are outstanding and information is shared very effectively to ensure children enjoy a smooth transition into the nursery. The pre-school also benefits from the use of the school's outdoor area. Staff are experienced in caring for children with special educational needs and/or disabilities, and those who speak English as an additional language. They liaise extremely well with parents, outside agencies and the children's centre.

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

Children benefit from being cared for in a bright, inclusive environment. They achieve well because activities are well organised and staff are deployed effectively to support their learning. Staff value the children's ideas and interests, and include these in the planning. They evaluate the achievements of the children and use the information effectively to develop their skills. Themes such as winter, ourselves and the Chinese New Year enrich the children's experiences. Children behave well because staff are very good role models with a consistent approach to managing behaviour. Staff encourage them to respect the golden rules and boundaries which they helped to compile. They listen well during story time, share their resources sensibly with other children and learn to take turns in activities. Staff boost their confidence when they praise their individual achievements. Children have good relationships with one another. Festivals such as the Chinese New Year and Easter enhance their experiences and give them a good appreciation of other lifestyles, customs and food. Children enjoy making Chinese dragons and lanterns and sampling food in their restaurant, as part of their Chinese New Year celebrations.

Children develop a good understanding of keeping themselves healthy and safe. They learn how to make healthy choices from a selection of fruit and vegetables at snack time and learn to use equipment safely, as they make fruit kebabs and sandwiches. They improve their balancing skills as they try to walk along balance trails and jump on the trampoline. Children develop their physical skills well as they climb, crawl through the tunnel and ride their bikes and pedalled vehicles. By the end of pre-school they have a good understanding of keeping themselves and others safe. They benefit from talks on safety from the police and fire services, and enjoy practising their road safety skills in the outdoor area.

Children enjoy coming to pre-school and respond well to the care and support they are given. They listen carefully to stories such as Billy Goats Gruff and act out the story through role play. Their communication, language and literacy skills are developed well through their work on letters and sounds and discussions during circle time. They are keen to identify two-dimensional shapes indoors and outdoors and recognise numbers from one to ten on the washing line. Children's creative skills are developed well as they make snowmen for their winter frieze, mix colours and paint pictures, and print colourful patterns with leaves, fruit and vegetables. They have valuable opportunities to practise forming their letters in foam and sand. Children enjoy singing songs such as Five Little Ducks to practise their counting skills. They learn about recycling and how to take care of their environment. Older children achieve well as they successfully match pictures and numbers and thread beads. Overall, children are prepared well for their future learning experiences, as they acquire skills that will help and support them.

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	1
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----