

# Cuffley Pre-School Nursery

Cuffley Football Club, Northaw Road East, CUFFLEY, Hertfordshire, EN6 4RD

## Inspection date

21/09/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- The key person system helps children to form warm and secure relationships with practitioners, who act as good role models encouraging positive behaviour.
- Children are encouraged to learn about and value similarities and differences between themselves and others through the provision of activities which value their cultures and provide opportunities for them to use their home language.

### It is not yet good because

- Systems for planning do not consistently ensure that activities are tailored to meet all children's individual needs.
- Staff do not effectively support and value all children's independence by ensuring that they are consistently provided with opportunities to do things for themselves without adult intervention.
- Parents are not yet enabled to be fully involved in initial assessments of their child's starting points on entry to the pre-school nursery.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the main play areas indoors and the outside learning environment and held discussions with members of staff.
- The inspector held meetings with the provider and spoke to the deputy manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation records and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in questionnaires.

## Inspector

Ann Cozzi

## Full Report

### Information about the setting

Cuffley Pre-School nursery registered in 1968 and relocated to new premises in 2012. The setting operates from Cuffley Football Club in Cuffley, Hertfordshire. There is a fully enclosed outdoor play area.

The setting operates term time only and is open 8.30am to 2.45pm on a Monday, Wednesday and Friday. On a Tuesday and Thursday it is open from 8.30am to 12.15pm

with lunch club until 1.15pm Children attend for a variety of sessions. The pre-school is registered on the Early Years Register.

There are currently 33 children on roll aged from two years with 19 children present during this inspection. The setting supports small number of children who speak English as an additional language. There are currently six members of staff of whom five hold appropriate early years qualifications. One member of staff is currently working towards a level 2 National Vocational Qualification. The pre-school receives support from the local early years development partnership.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- make sure that systems for planning consistently take account of children's ongoing assessments in order to shape the educational programmes to meet their individual learning needs.

#### **To further improve the quality of the early years provision the provider should:**

- support children's independent learning by consistently providing time for them to think and problem solve without taking over or directing activities
- review and further develop strategies to support and engage parents in the key person system. This is with particular regard to enabling parents to share more fully in initial assessments of their child's starting points on entry to the nursery.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Practitioners have a sound understanding of the seven areas of learning and generally help to promote children's learning. However, individual assessments are not consistently reflected in planning and as a result, activities are not always tailored to enable all children to meet their full potential. The educational programmes do provide a variety of experiences across the seven areas of learning and generally help to promote children's learning. Teaching methods ensure that communication skills are fostered through the use of simple sign language and conversations during both group and one-to-one activities. Very young children explore and imitate sound during play such as using 'brrrm' for a toy car. They also show their understanding of using two words in context, letting adults know that they want a toy which is out of reach. By providing children with some thinking time practitioners allow them formulate their thoughts and put them into words communicating their needs. Older children take part in conversations with their peers demonstrating that they are able to extend and elaborate their ideas for example, developing a hairdressing

game to incorporate a night out dancing. Practitioners provide good opportunities for children whose home language is not English to use this language during activities. This encourages children to learn about and value similarities and differences between themselves and their peers.

Older children demonstrate good concentration as they share a book with a member of staff. They join in and respond well to questions about what they can see, at times using appropriate positional language. During play some older children recognise shapes of everyday items in their environment for example, when taking part in creative play they notice the shape of a square. Younger children are beginning to notice simple shapes and patterns, they successfully categorise the shape of a circle, represented by wheels on various toys and in pictures. Children enjoy taking part in creative activities exploring media such as textured paper, glue and dough. This provides chances for them to use senses such as touch, smell and sight. Children use their imagination as they access role play games and small world play.

There are good systems in place to support children with additional needs and children who have English as an additional language to receive appropriate support. Prior to entry, time is taken to establish the individual care needs of all children attending. Appropriate resources and/or funding is sought. For example, where children speak English as an additional language or speak another language in addition to English, staff ensure that they find out key words. Staff also provide appropriate dual language books and undertake projects which reflect the differing cultures of children and their families within the pre-school. Parents are provided with adequate information regarding how their children's care needs have been met and what activities they have enjoyed. This enables them to share valuable information about their child's day. Parents are invited to meetings at the end of each term to share their child's development record. In addition they are provided with questionnaires to enable them to feedback their thoughts and ideas about the pre-school. There are sufficient resources to promote children's learning and development although the organisation of the environment and activities does not always fully encourage children's independence. For example, self-care skills are not fully promoted due to a safety gate being positioned in the entrance to children's toilets. This prevents unsupervised access and therefore does not fully promote an enabling environment. In addition staff intervention does not always consistently provide children with time to think and problem solve independently. For example, during snack time not all children are enabled by staff to pour their own water and none are encouraged to take the lid off their individual plastic milk bottle.

### **The contribution of the early years provision to the well-being of children**

The safety and security of the pre-school is adequate. Time is taken to find out about children's medical requirements, likes, dislikes and interests prior to their start date. This promotes inclusion and enables staff to begin to develop an understanding about each child's needs. Staff provide a warm and welcoming environment in which children feel safe. This enables them to develop secure emotional attachments with their key person and other staff. All children demonstrate a sense of belonging within the provision. Children behave well as they move at times freely between the indoor and outdoor

environments. They are supported effectively by staff to negotiate with others through positive behaviour management strategies, including discussion, redirection, praise and encouragement. Children show consideration for others as they share or take turns during games.

Children have opportunities to develop their understanding about healthy eating. They listen to and take part in discussions at snack and meal times. Older children demonstrate that they know how to care for their personal hygiene needs. For example, they learn to clean their hands with wet wipes before eating and to ask for access to the toilet when needed. Very young children receive adequate care and attention with regard to arrangements for hygienic nappy changing facilities. This helps children to develop a reasonable understanding about how to maintain a healthy lifestyle. Young children play happily alongside each other whilst older children play cooperatively with their peers. Whilst taking part in outdoor play they build on coordination skills as they learn how to manoeuvre wheeled toys around obstacles in their path. A satisfactory range of battery operated toys is accessible to children including everyday items such as torches and telephones. This helps children to make some sense of familiar objects in their own homes as well as in pre-school. For the most part the organisation of the indoor and outdoor environments helps children to initiate their own learning. For example, some resources and activities are made easily accessible through the use of child-height storage and furniture. Children are adequately supported to learn how to keep themselves safe. For example, staff provide gentle reminders about how to safely access the garden using the steps. In addition regular evacuation is undertaken with all children, helping them to learn how to respond in an emergency situation.

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

Leadership of the setting sets reasonable aspirations for quality. There is a satisfactory overview of the curriculum through some monitoring of educational programmes. This ensures an appropriate range of experiences helps children make sound progress towards the early learning goals. Most staff have an understanding of the areas of learning and how children learn. Whilst planning and assessment are in place it is not sufficiently monitored by leaders, as a result quality is not always consistent across the pre-school to fully support all children's learning and development.

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by leaders and managers. Arrangements in place to safeguard children are sound. Policies and procedures are known and available to all staff which ensures that children are adequately protected. There are sound systems in place for the performance management of staff. A programme of professional development is in place which assists practitioners to improve their knowledge and understanding in practice. For example, staff have recently undertaken training to improve their knowledge and understanding of the revised Early Years Foundation Stage.

Partnership with parents, external agencies and other providers are in place and make a contribution to meeting children's needs. For example, an information exchange linked to

children's home language supports communication. However, strategies to support and engage parents in the key person system regarding children's initial assessments are weak leading to limited knowledge about what children know and can do on entry into the provision. Self-evaluation is in place and takes into account the views of staff, the local authority development worker and some parents. Improvement is partially demonstrated by a realistic development plan that supports some aspects of children's learning. Strengths and weaknesses are generally identified and lead to acceptable planned actions to drive improvement. For example, the provider has identified the need for new flooring in the main play area. This will enhance safety and comfort for all children.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY447293
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	793763
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Linda Lacey
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07930494323

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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