

Cuffley Community Centre Preschool

Cuffley Community Centre, Station Road, CUFFLEY, Hertfordshire, EN6 4EY

Inspection date	13/09/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Positive partnerships with parents and carers ensure children's individual needs are met and an inclusive and welcoming environment is provided to all.
- Practitioners have a secure knowledge and understanding of how to promote children's learning and development.
- Children's communication and language skills are promoted as practitioners talk to children and ask them open ended questions to make them think.
- A committed staff team effectively implement the setting's policies and procedures to ensure children are safe and their welfare is fully protected.

It is not yet outstanding because

- Children's independence is not fully promoted through the daily routine, such as snack time.
- The outdoor learning environment has not yet been fully developed to its full potential in order to provide children with interesting and stimulating activities.

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 playroom and in the outdoor learning environment.
- The inspector held meetings with the registered provider, the acting manager and children's key persons.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jane Mount

Full Report

Information about the setting

Cuffley Community Centre Pre-school is one of three provisions owned by 2 to 5 Early Years Ltd and was registered in 2012. It operates from within the community centre in Cuffley, Hertfordshire. Children have access to a large open plan room and associated facilities. There is a fully enclosed area available for outdoor play.

It opens Monday to Friday during term time from 9.15am to 12.15pm with a daily lunch club from 12.15pm to 1.15pm. Children are able to attend for a variety of sessions and can attend from the age of two years to rising five years. There are currently five children on roll and the setting provides funded early years education to children aged three and four years. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are five members of staff, four of whom are qualified to level 3 or above. One member of staff is working towards a level 3 childcare qualification.

What the setting needs to do to improve further

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

- further develop opportunities to increase children's independence and to take a more active role in the setting, such as at snack time
- further develop opportunities for children to play and extend their learning in the outdoor play environment.

Inspection judgements

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

Practitioners understand that every child is unique and are effective in ensuring that all children are supported in their learning and development regardless of their starting points. A key person system is effectively used and practitioners closely monitor children's learning through regularly observing and assessing their key children. Individual development books, called learning journals, show children's achievements and progress over time. Practitioners identify the next steps in children's learning and this information is then used when planning future play experiences. Consequently, activities and play experiences are planned which identify the developmental needs of individual children to ensure they make good progress in their learning. The indoor environment contains resources which are appropriate, well maintained and accessible for all children. The indoor space is planned so that it can be used flexibly and a varied range of activities are provided that take account of the prime and specific areas of learning. Children benefit from regular opportunities to play outside and can move freely between the indoor and outdoor environment. Practitioners are enthusiastic about the outdoors and understand the importance of outdoor learning. However, the area is still under development and is not yet fully effective as a place for high quality learning experiences.

Children's communication and language development is supported well. For example, communication tools, such as visual timetables are used to help younger children understand daily routines and to enable them to express which activities they would like to

participate in. Also, practitioners are skilled at extending children's language as they listen and talk, such as at 'carpet time' and snack time, when they provide opportunities for children to talk with other children and adults about what they see, hear and feel. Regular story times also promotes children's language development and children listen and respond with great excitement when looking at books and listening to stories.

Children enjoy their surroundings and show a keen interest in what they do. They arrive happy and quickly settle and engage in activities. There is a balance of child-initiated and adult-led play experiences which encourages children to be active learners. Overall, children's independence skills are promoted and they are encouraged to make their own decisions as they can freely access the environment. They confidently select which activity they would like to play with and help to put away resources at tidy up time. However, opportunities to promote children's independence further, such as at snack time, are not fully embraced by practitioners.

Positive relationships with parents and carers ensure children's needs are met. Many ways are used to ensure information is effectively shared with parents, such as informative notice boards and regular newsletters. A key person system and daily verbal communication also ensures children receive continuity in their care and learning. Parents are kept fully informed about their children's progress and achievements with children's learning journals regularly shared. Parent's feedback about the pre-school is very positive. The setting actively promotes equality of opportunity and is proactive in working with parents and other agencies to support and meet the needs of individual children. They are developing links with other early years providers delivering the Early Years Foundation Stage, such as local schools, to promote the integration of care and learning and to help ease the transition when children move on to school.

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

Practitioners are friendly and approachable and work in close partnership with parents to ensure children's needs are met. A key person system and the effective deployment of practitioners who support children in their play helps to ensure that all children form secure attachments as they receive continuity in their care and learning. Consequently, children demonstrate a strong sense of security and are confident and self-assured in the setting. Children are confident to make choices in their play and low level units enable children to easily access some resources. Children explore their surroundings and use their imaginations to express themselves. They enjoy dressing up and playing in the home corner or building with construction bricks. They are learning to negotiate and cooperate; for example, when making dinosaurs and pizzas with play dough, they share the rolling and cutting tools and talk about taking it in turns. Children's behaviour is managed in a positive manner with clear boundaries set by practitioners. Regular praise and encouragement ensure children develop high levels of self-esteem and a sense of achievement. Children are highly valued as individuals and in turn are learning to respect each other's differences and feelings and to manage their own behaviour.

Children have regular opportunities to learn about personal care routines and how to stay healthy. They are aware of the need to wash their hands before they eat and after visiting

the toilet. Healthy eating is encouraged and children are provided with healthy food choices at snack time. They are learning about the benefits of eating fruit and vegetables and enjoy identifying their favourite healthy foods on posters. Children participate in a varied range of activities which positively contribute to their good health with opportunities to exercise planned into the daily routine. They develop self-confidence in their physical skills as they use a varied range of equipment to promote their physical development. Children enjoy riding bikes and learning how to negotiate around obstacles, crawling through tunnels or playing on the climbing frame and slide. Practitioners help children gain an awareness of keeping themselves safe as they explain and practise simple procedures, such as not running when indoors in case they fall and hurt themselves.

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

Practitioners are led by a management team who have a clear vision for the setting. They work well together as a team to provide a good quality service for children and parents. Effective recruitment and induction systems ensure practitioners are suitable and understand their roles and responsibilities. Their performance is then monitored through half yearly reviews and annual appraisals. Regular supervisions have also just been introduced and are to be used as a way of fostering a culture of support and teamwork. Ongoing professional development is encouraged and staff undertake regular training. All staff are committed to the continuous evaluation and improvement of their practice and effective systems are in place to closely monitor and assess the quality of the provision. For example, they use staff meetings to evaluate practice and are pro-active in seeking the views of others, such as feedback from parents, through the use of termly written questionnaires. The educational programme, including planning and assessment, is also closely monitored, to ensure practitioners have an accurate understanding of all children's skills, abilities and progress. The setting's strengths and weaknesses are effectively identified through the use of action development plans and these accurately reflect key strengths and the areas they wish to develop further.

The setting actively promotes equality of opportunity and works with parents and others to support and meet the needs of individual children. Effective systems for working with parents and other agencies ensure children with special educational needs and/or disabilities are closely monitored and given valuable support to enable them to participate and achieve. Systems to help children and families with English as an additional language are also effective. Arrangements for safeguarding children are secure and children's welfare is protected. Clear management responsibilities in relation to child protection have been established. This includes having named designated persons responsible for ensuring the correct safeguarding procedures are followed if there was a concern. All practitioners undertake safeguarding training and therefore fully understand their roles and responsibilities. Documentation for the safe and efficient management of the setting is in place. This includes the setting's policies and procedures which practitioners ensure are implemented consistently and shared appropriately. They work hard to create an environment that is welcoming and safe and where children feel secure and enjoy their learning. Practitioners are positive role models and secure relationships between them and

the children they care for enable children to show a strong sense of security as they feel safe and highly valued within the setting.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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

Unique reference number	EY447827
Local authority	Hertfordshire

Inspection number	882614
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	5
Name of provider	2 to 5 Early Years Ltd
Date of previous inspection	Not applicable
Telephone number	01707873765

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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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