

# Hall Grove Community Pre-School

Care of Ludwick Family Club, Hall Grove, Welwyn Garden City, Hertfordshire, AL7 4PH

<b>Inspection date</b>	07/11/2012
Previous inspection date	06/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Staff have good teaching skills and understanding of the Early Years Foundation Stage. They plan purposeful play and a good balance of adult-led and child-initiated activities in order to support children's learning in all areas.
- Staff create an inclusive and welcoming environment for all children and their parents.
- Children are happy, settled and build positive relationships. They develop emotional security and show fondness for their carers.
- Children's language development is very well supported because staff engage them in conversation during play, activities and daily routines.

### It is not yet outstanding because

- Opportunities to further develop children's independence are not always fully exploited. Staff do not make best use of every day routines to support children's learning in this area.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main playroom and outdoors.
- The inspector held a meeting with the manager of the provision.  
The inspector looked at planning, observations and assessments, evidence of suitability of practitioners working in the setting, policies and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Linda Bird

## Full Report

### Information about the setting

Hall Grove Community Pre-School was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a committee-run organisation and operates from Ludwick Family Club, which is part of the Hall Grove Community in Welwyn Garden City, Hertfordshire. The pre-school serves the local area and is accessible to all children. Children have use of one large room and there is a fully enclosed area available for outdoor play. The pre-school operates from Tuesday to Friday,

term time only. Sessions are from 9am until 12noon with children attending for a variety of sessions.

The club employs three members of staff. All of the staff hold appropriate early years qualifications to level 3. A maximum of 25 children may attend the pre-school who are within the Early Years Foundation Stage at any one time; currently there are 14 children on roll within the early years age group. The pre-school provides funded early education for three and four year olds and supports children with special educational needs and/or disabilities.

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

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

- develop further children's independence by encouraging them to carry out tasks for themselves, such as dressing themselves for outdoor play or messy play.

### **Inspection judgements**

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

Staff plan a broad educational programme to help each child progress and reach expected levels of development. They use their knowledge of how children learn to provide activities and experiences that motivate and appeal to children's interests. Staff show a good understanding of varied teaching methods that engage children's interest. Staff organise the setting well and ensure children are able to access a broad range of toys and equipment; as a result children are active and mostly independent learners.

At the beginning of the morning the staff gather the children together to talk about the days of the week and the weather. The children are helped to think about which day it is and what day it was yesterday. Some of the younger children find this too abstract to engage in and are free to follow their own pursuits. The older children engage well and are clearly becoming familiar with the days of the week. They select a card with the day of the week and attach this to the display board. The children are asked about the date and they count to seven and place the correct numeral on the display board. Staff encourage the children to look out of the window to discover what the weather is like. After discussion between the adults and children a picture representing the weather is added to the display board. This relatively short session incorporates a number of teaching points including counting, recognising numerals, learning the days of the week and learning about the changing weather. Staff successfully challenge the children's thinking in this daily session and as a result the children make good progress in their learning.

Children enjoy the opportunity to explore different materials and to create pictures of fireworks. A group are engaged in this activity which is led by a member of staff. The children concentrate on the task for a sustained period of time and enjoy selecting different coloured chinks, manipulating the glue stick and applying glitter. Staff initiate discussion about fireworks and use words connected with the celebration, such as 'bang', 'fire' and 'guy'. The adult skilfully supports children's language development by engaging the children in conversation and by introducing new vocabulary. The children are successfully developing their language and communication skills as a result of this activity. The member of staff offers positive encouragement by praising the children and taking a close interest in the development of their pictures.

The children are encouraged to be independent in their learning and they are able to choose what they want to play with. Children enjoy playing with the water tray. They concentrate and persevere with pouring water through the water wheel and watching what happens to the water. Staff intervene appropriately to offer praise and encouragement and to engage in the play. Staff ask the children open questions about what they are doing and where the water is going. Staff constantly observe and listen to the children, skilfully questioning them during activities to extend their learning and enhance their understanding. Children are keen and interested learners they are making good progress towards meeting the early learning goals.

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

Arrangements to help children settle into the pre-school and build secure emotional attachments with their carers are very effective. Parents are encouraged to visit the pre-school and stay with their children so that the children become familiar with the environment before being admitted to the setting. The children behave well they are encouraged to behave in a positive and respectful manner. They are sensitively reminded to share the toys, take turns and to tidy away after playing with equipment. Children clearly feel safe and secure in the setting. As a result, children behave extremely well and the provision has a warm and friendly atmosphere.

The children bring a piece of fresh fruit each morning to eat at snack time. Staff prepare the fruit for the children and they are given milk or water to drink; this encourages them to eat healthily. Children know to wash their hands before meals and after using the toilet. The children are not always encouraged to put on their coats themselves, or to put on an apron before starting to play with the water tray, as staff do this for them. This means that their independence is not always fully encouraged.

The setting provides a stimulating, well-resourced and welcoming environment to support children's all round development and emotional well-being. The children have use of an enclosed outdoor play area; the opportunity to enjoy fresh air and to play with ride on toys and to run promotes children's physical development. Children enjoy the activities available and relate well to the staff, who support and encourage them. The staff spend time talking to and playing with children, consequently they enjoy very strong and caring

relationships. This positive staff interaction helps to develop children's self-esteem. The pre-school is effectively preparing children for school.

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

The manager and her colleagues work closely together forming a very effective team. They are motivated and committed to providing good quality provision for all children. They have a good understanding of the Early Years Foundation Stage requirements and strive to deliver an enjoyable learning experience for the children. Effective systems are in place for recruitment and performance management, ensuring that skilled and experienced staff are in place. The staff are outward looking and take all opportunities to widen their knowledge and experience through training.

Effective partnerships with parents make a strong contribution to meeting the needs of children. Parents spoken to at the time of the inspection, hold the provision in high regard and find the staff friendly and helpful. They appreciate the way in which the pre-school helps children to settle happily and quickly into the setting. The pre-school has a close relationship with the local children's centre. Communication between the pre-school and the children's centre is well developed and helps to ensure that the children's welfare and learning needs are met.

The provision has appropriate policies and systems in place to meet the welfare requirements of the Early Years Foundation Stage. Since the previous inspection more rigorous systems have been put in place to assess risk and to ensure that the premises are safe and secure. Security of the premises is a high priority and staff create an environment that is safe and welcoming, where children feel secure and happy. Staff understand their role in identifying and reporting any safeguarding concerns through the appropriate channels. All staff hold first aid qualifications and have been suitably vetted to work with young children.

The manager and her staff are committed to developing and improving the provision. The pre-school is looking to bring further rigour to its self-evaluation processes by participating in the local authority's quality standards accreditation programme. Systems for self-evaluation are in place and all staff are fully involved in the process. An action plan details the on-going improvements, such as the introduction of a rolling snack time where children can choose when they want to have their fruit. This is a setting where there is good capacity for further improvement.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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.
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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.
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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.
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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.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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## 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>	148123
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<b>Local authority</b>	Hertfordshire
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<b>Inspection number</b>	817907
<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>	25
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Hall Grove Community Pre-School
<b>Date of previous inspection</b>	06/05/2011
<b>Telephone number</b>	01707 880 890

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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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