

Gadebridge Pre-School, After School Club and Holiday Playscheme

Gadebridge Community Association, Gadebridge Community Centre, Rossgate, Hemel Hempstead, Hertfordshire, HP1 3LG

Inspection date	04/02/2013
Previous inspection date	04/02/2009

The quality and standards of the early years provision	This inspection: 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

- In the pre-school room staff ensure children are cared for in a nurturing and supportive environment. This helps children to feel secure in their play. In the after school club staff create an environment where children have the freedom to follow their own interests and have fun after a busy school day.
- Staff have a secure knowledge of how children learn and fully embrace the key person system. This enables them to form close bonds with their key children and to promote children's learning and support their progress well.
- Children's care, learning and development are promoted as staff are highly motivated and work exceptionally well together as a team.

It is not yet outstanding because

- Opportunities to fully promote children's independence in their daily routines, in particular snack time, are not fully developed.
- Ways of engaging all parents in their children's learning are not developed to the very optimum.

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 indoor learning environments including the large hall.
- The inspector held discussions with the registered provider, the pre-school manager, after school club manager and staff.
- The inspector looked at children's assessment and planning records, self-evaluation documentation and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jane Mount

Full Report

Information about the setting

Gadebridge Pre-school, After School Club and Holiday Playscheme was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Gadebridge Community Centre in Hemel Hempstead, Hertfordshire.

The pre-school is open Monday to Friday, term time only, from 9am to 12noon with an optional lunch club from 12noon to 1pm. Children from two years can attend and there are currently 21 children, who are in the early years age group, on roll. The pre-school provides funded early education for three- and four-year-old children. The after school club is open Monday to Friday, term time only, from 3pm to 6pm. Children from four years to 11 years can attend. There are 46 children on roll and of these, five are in the early years age group. A holiday playscheme operates on an occasional basis during some school holidays and is open Monday to Friday from 9am to 12noon.

Gadebridge Pre-school, After School Club and Holiday Playscheme have ten members of childcare staff. The majority hold early years or appropriate playwork qualifications at level 3 or above. The setting supports children who speak English as an additional language and 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:

- extend opportunities for children's independence to be fully promoted through their daily routine, in particular at snack time
- develop ways to engage all parents in their children's learning through providing further opportunities for them to actively contribute to their child's learning at home and at the setting.

Inspection judgements

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

Children make good progress in their learning and development as a result of the delivery of the effective educational programme. Staff are knowledgeable about the revised Early Years Foundation Stage and implement the framework well. For example, they are enthusiastic and caring and use good teaching techniques to engage children and to help them make good progress in their learning and development. Each child has their own learning journey which is a developmental record of their progress and achievements. These are completed by the child's key person who closely monitors their key children through regular observation and assessment. Staff use the information gained from these observations and assessments to plan suitably challenging and developmentally appropriate activities and play experiences. Consequently, children are making good progress towards the early learning goals and are well prepared for their move to school.

All children, including those with additional needs or English as an additional language, have their learning needs supported well.

Parents are kept informed about their children's attainments. For example, they verbally receive information about the play experiences their children have been involved in and the achievements they have made on a daily basis. They are also made aware of their child's learning journey and are able to look at them at any time. More formal opportunities, such as parents coffee mornings, keep parents well-informed as they have the opportunity to look at their child's learning journey with their child's key person. However, systems so parents can actively contribute to these, such as encouraging them to share what their child has been doing at home, are not yet fully embedded to ensure their active involvement in their child's learning.

Both in the pre-school and the after school club a well-organised balance of child-initiated and adult-led play is effective in promoting children's development. Activities and play experiences cover the seven areas of learning and staff support children well. This enables children to develop and learn effectively and to acquire the essential skills required for the next stages of their learning. For example, staff support children well in the acquisition of communication and language skills. They extend children's language through listening and talking with them. When children are playing with play dough, staff ask open-ended questions and effectively engage children in conversation. They encourage children to talk about what they are doing and about the texture of the play dough as they roll and cut it using a range of tools. Children use their imaginations to express themselves. For example, they keenly participate in an interactive music based class where they use all their senses as they dance, sing and move to the music.

The quality of teaching is good as staff are confident in their approach to children's learning. They take account of children's interests and capabilities and subsequently, children have fun and enjoy their surroundings. For example, in the pre-school, children's mathematical development is promoted well and children show a keen interest in what they do as staff encourage them to match and sort objects. Children learn about volume through filling containers when playing with sand or water and enjoy singing songs which incorporate the use of numbers. In the after school club, staff provide children with interesting and challenging experiences, such as playing with large floor dominoes when children learn number values. The environment is child-centred and used effectively to promote children's learning. Overall, children's independence skills are promoted. For example, children are encouraged to make their own decisions as they can freely access the environment and make choices in their play. However, there are some missed opportunities to promote and extend younger children's independence fully, such as at snack time.

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

Children's well-being is promoted as staff are friendly and approachable. A robust key person structure ensures children are supported well during settling-in periods and children quickly develop strong relationships with familiar adults. For example, children with English as an additional language are confident to make their wishes known by

engaging non-verbally with their key person. Staff give priority to liaising closely with parents to meet the individual needs of all children attending. This enables children to develop a strong sense of belonging and to be confident and motivated in their play. The key person system also helps to support children and prepare them for their transitions, such as moving on to nursery or school. Positive relationships between staff, children and parents enable children to feel secure, and children demonstrate a strong sense of security as they are self-assured in the setting. Children's understanding of safety is promoted through their daily routines. They learn how to use resources safely and staff help children gain an awareness of keeping themselves safe as they explain simple safety rules, such as not running when indoors in case they fall and hurt themselves.

Behaviour is good. Regular praise and encouragement from staff ensures children develop high levels of self-esteem and a sense of achievement. Children develop a good understanding of how to behave kindly towards others because staff teach them to be thoughtful and considerate. Younger children in the pre-school are learning to share and take turns and to play well together. Older children in the after school club act as good role models as they help and assist younger children. For example, a buddy system, which is a peer support technique, has been found by staff to help less secure children develop confidence while giving more confident children extra responsibility and a sense of achievement.

Children are learning how to stay healthy and are encouraged to adopt a healthy lifestyle. For example, they learn about healthy diets and the benefits of eating nutritious foods, such as fruits and vegetables. Children are provided with healthy food options and keenly participate in activities, such as making fruit kebabs or pizzas with healthy toppings. This helps to teach children what constitutes a healthy diet. Children are learning about the importance of personal care routines and adopt healthy hygiene practices. They discuss why it is important to cover their mouth when they cough and know they must wash their hands prior to eating and after going to the toilet.

Children participate in a variety of physical play activities which promotes their physical development. A defined outdoor play area is not available but staff understand the importance of outdoor play and the benefits of fresh air. They ensure children experience the outdoor environment by, for example, going for regular walks and making good use of the nearby school playground. A large hall is available within the community centre and this is used on a daily basis by both the pre-school and the after school club. Children in the pre-school delight in negotiating around obstacles when riding bikes and enjoy the freedom of space as they play with hoops and balls. Children in the after school club enjoy using the hall space for team games, such as football or dodgeball.

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

The leadership and management of the provision is strong. This ensures all of the staff team have a good understanding of their responsibilities in relation to meeting the safeguarding and welfare requirements, along with the learning and development requirements of the revised Early Years Foundation Stage. This is reflected in their

practice as they implement the framework well. Effective recruitment and induction systems ensure staff are suitable and clearly understand their roles and responsibilities. Regular staff meetings and discussions enable staff to work well together and more formal appraisals and supervisions are used as ways of closely monitoring staff performance and identifying training needs. Staff regularly update their childcare knowledge through attending a variety of early years courses and workshops and ongoing professional development is positively encouraged.

Staff value each other's skills and abilities and work hard to successfully provide a stimulating, safe environment where children enjoy learning and make good progress. Children are safeguarded and their welfare is protected. For example, staff have a good knowledge and understanding of child protection issues and are able to implement appropriate procedures to protect children from harm. Children's safety is of high priority and staff closely supervise children. The premises are safe and secure and the maintenance of the facilities and the management of safety systems are good.

Staff are keen to provide the best quality care and learning for children and systems for monitoring practice are well-established. For example, staff undertake regular and detailed evaluations of the educational programme, including assessment and planning systems, to ensure they have a clear understanding about children's progress and any gaps in their development. The staff team are committed to reflective practice and continuous improvement, and a self-evaluation process is used to identify strengths and areas for further development.

Staff are fully focused on the needs of the children and as a result, outcomes for children are very positive. They promote effective relationships with parents and parents spoken to on the day of inspection are unanimous in their positive feedback about the care and education their children receive. They speak highly of the staff team saying they are friendly and approachable. Effective partnership working arrangements with others, such as staff at the local children's centre, have been established and these have been found to be highly beneficial in supporting children and their families. Positive links with other early years settings, such as local nurseries and schools help children to make smooth transitions when moving on to the next stage in their learning. 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 in meeting their needs.

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.
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	EY345761
Local authority	Hertfordshire
Inspection number	878282

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	67
Name of provider	Gadebridge Community Association
Date of previous inspection	04/02/2009
Telephone number	01442 251002

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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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