

Ickleford Pre-School

Village Hall, Arlesey Road, Ickleford, Hitchin, Hertfordshire, SG5 3TG

Inspection date

04/03/2013

Previous inspection date

08/02/2010

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

- Staff demonstrate a good awareness for safeguarding. Also, arrangements for protecting children are good. As a result, safeguarding and welfare requirements are met.
- Children are happy, settled and build good friendships because the well-established key person system ensures that all children form secure bonds and attachments.
- Children use the stimulating and well-resourced areas within the pre-school and outside area. They take part in a range of experiences, which support their overall well-being.
- Children's language development is a priority for staff, who are consistent in extending their communication and language skills.
- Child and parent feedback is taken into consideration to support the setting's self-evaluation. This means that improvement plans identify priorities for improvement.
- Children's individual needs are met because observation, planning and assessment systems are monitored and evaluated.

It is not yet outstanding because

- There is scope to further improve snack time to consistently develop children's understanding of healthy lifestyles and options.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out a joint observation with the pre-school leader.
- The inspector looked at a selection of policies, procedures and individual learning journeys for some children.
- The inspector spoke with the leader, parents, staff and children at appropriate times throughout the inspection.
- The inspector observed activities in the main village hall and outside area.

Inspector

Jo Rowley

Full Report

Information about the setting

Ickleford Pre-School opened in 1987 and is on the Early Years Register. It is situated in the village hall in Ickleford, close to Hitchin, Hertfordshire and is managed by a committee. The pre-school serves the local and surrounding areas and is accessible to all children. It operates from the main hall for nursery age children with an additional room used for two- to three-year-olds. There is a fully enclosed area available for outdoor play.

The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification to level 2, five hold an appropriate qualification to level 3 and one of those has a level 4.

The pre-school opens Monday to Friday, all year round. Sessions are from 9.05am until 12.05pm with an optional lunch club operating Monday to Thursday until 1.05pm. On a Friday, playgroup aged children attend a morning session from 9.05am until 12.05pm and nursery aged children attend an afternoon session from 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 46 children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special 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 snack time to consistently promote discussions around healthy lifestyles and making healthy choices.

Inspection judgements

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

Staff demonstrate a good awareness of the Statutory Framework for the Early Years Foundation Stage and use documentation, such as 'Development Matters in the Early Years Foundation Stage', to further develop their understanding. As a result, children are successfully developing across all areas of learning. Staff plan a range of activities and experiences, which interest and engage the children. For example, children's attention and curiosity are encouraged as they explore the feel of shaving foam. Furthermore, their vocabulary is extended as they use words, such as, squidgy, soft, moist and wet as they talk about how it feels in their fingers.

Staff use the regular observations, which they complete to ensure that children's next steps are highlighted and incorporated into the planning of activities and experiences. As a

result, children's individual needs are well supported, including those with special needs and/or disabilities. Effective monitoring and evaluation ensures that children are working comfortably within the typical range of development expected for their ages and therefore, make good progress overall. This supports their readiness for school. Children's starting points on entry and transitions between rooms are discussed and arranged with parents, to ensure that they settle easily and feel secure. Learning journals are shared with parents and they are regularly informed of their children's progress and achievements. Additionally, parents are encouraged to share their own observations of children's achievements through the setting's 'wow moments', promoting their sense of belonging.

Staff are skilled at developing and extending children's language during spontaneous and planned activities. For example, during 'show and tell', children bring in items, from home, which begin with the letter M to coincide with the pre-school letter of the week. Staff fully encourage children to think of other things, which begin with this letter as they take turns to share their items. As a result, this lengthens conversations, promoting opportunities for children to speak and be listened to during this small group time activity. Consequently, children's confidence is promoted. Children are encouraged to recognise and write their names as they self-register and find their name place mats at snack time. They show developing communication and language skills as they listen to story time and contribute as staff skilfully leave openings for them to respond to. Children have good opportunities to develop their physical skills as they take part in regular outside play, with free-flow opportunities. For example, they run, balance on scooters and crawl through tunnels. As a result, children are able to negotiate space successfully adjusting speed or direction to avoid obstacles.

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

Children are forming close relationships with staff and peers and the key person system is effective in providing them with stability. Regular meetings between parents and the child's key person supports the effectiveness of this and provides opportunities for children to develop close attachments. Children are happy and show genuine kindness towards their peers at pre-school. For example, as they play together in the home corner, children take turns with the resources and decide together, who will be 'mummy' as they create their own game. Resources are stimulating for the ages and stages of children attending the pre-school and supports their all-round development. Children independently initiate their own games and ideas with their peers. For example, as children play in the sand, they pretend that they are at the beach making sand castles and pat the tops of their castles before showing these to their friends. Children learn about safety and risks to others as staff use gentle reminders, which support their understanding. For example, while touching and feeling the various materials on the nature table, children are reminded of how some items, such as the brick, may hurt others if not handled properly. Their understanding of safety is further promoted as discussions regarding safety issues are promoted as, for example, they talk about road safety on their outings in the local community.

Children behave well and this means that they feel secure in their surroundings. Staff are

good role models and provide clear guidance and support to develop children's understanding as they learn right from wrong. Children are learning about the importance of physical exercise as, for example, they access water when they come in from outside play. Additionally, they learn about self-care routines as they get ready for outside play and use the bathroom independently. Snack time provides opportunities for children to eat freshly prepared healthy food, which contribute to their well-being. However, discussion to promote their understanding of a healthy lifestyle is not consistently promoted by all staff. This means that some children do not learn about the importance of a healthy diet. Children are prepared for the next stages in their learning because they are supported in their transitions from home to pre-school and within the pre-school. Staff request that parents share what they know with their child's key person to develop the settling-in process. Staff have a range of school clothing, which children use as they begin to talk about moving on to school. Dressing-up in the many different uniforms and meeting teachers from their forthcoming schools effectively supports children's transitions.

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

The staff team work well together to meet the safeguarding and welfare requirements. Additional training is completed to ensure that staff are confident with their roles and responsibilities. Furthermore, robust recruitment and induction systems ensure that the committee and pre-school leader work together. As a result, all members of staff have the relevant clearances, experience and qualifications to protect children's overall well-being. This means that arrangements for safeguarding children are strong and their welfare is a priority.

Regular one-to-one meetings and staff appraisals are organised to promote the professional development of all staff. A 'mentor' system is also used to support new staff as they settle into their new roles. There are good systems in place to observe, assess and monitor each child's progress and staff liaise with a range of professionals, such as speech and language therapists, when working together to support children and their families. The leader has recently implemented observation and tracking systems to ensure that the learning and development requirements are consistently met. Regular staff meetings are held to promote opportunities for staff to discuss observations and assessments. This enables staff to be mindful of children's learning and development requirements across the setting. Consequently, gaps are closed and interventions determined.

Self-evaluation is a whole team process with staff working together to monitor and evaluate the pre-school. The leader oversees this and ensures that parents' and children's views are incorporated into the evaluation through discussion and observation. Action plans are in place, which demonstrate the staff's determination to improve and identified weaknesses are prioritised. Staff are developing relationships with other providers delivering the Statutory Framework for the Early Years Foundation Stage and an example of this is the effective relationships staff have with local childminders. Communication is promoted and link books are in place for childminders to share with parents and vice versa to ensure that parents are kept fully informed.

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 action. 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	146749
Local authority	Hertfordshire
Inspection number	876188
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	45
Number of children on roll	46
Name of provider	Ickleford Pre-School
Date of previous inspection	08/02/2010
Telephone number	0773317 8879

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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