

# Little Furze Pre-School

South Oxhey Childrens Centre, Northwick Road, WATFORD, WD19 6NL

<b>Inspection date</b>	19/03/2013
Previous inspection date	11/11/2008

<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

- Children make good progress in their learning and development. They are settled and secure and help themselves to resources. This promotes their confidence.
- Children with special educational needs and/or disabilities are very well supported. There is a trusting relationship with parents and there are well established links with other professionals. As a result, individual needs are successfully met.
- Children's who are moving to nursery or school are well supported so that these changing times run as smoothly as possible.

### It is not yet outstanding because

- There is scope to extend the use of pictures and photographs so that younger children can express preferences and thoughts about their activities.
- There is room to extend opportunities for children to make free choices about playing indoors or outside to further enhance their independence and active learning.

## 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.

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 spoke to the manager and staff at appropriate times and looked at a selection of policies and children's records.
- The inspector observed the children's activities at the pre-school, which included indoor and outdoor play and meal times.
- The inspector carried out a joint observation of children's play with the manager.
- The inspector met parents and discussed their views about the pre-school.

## Inspector

Maura Pigram

## Full Report

### Information about the setting

The pre-school was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in Oxhey Wood School. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs six members of child care staff. Of these, four hold appropriate early years qualifications at level 3. The manager holds an early years qualification at level 6.

The pre-school opens Monday to Friday all year round. Sessions are from 9.15am to 11.30am and from 12.30pm to 2.45pm. A lunch club operates from 11.30am to 12.30pm. Children attend for a variety of sessions. There are currently 28 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 a number of children who speak English as an additional language and children with special needs and/or disabilities. The pre-school is a member of the Pre-school Learning Alliance.

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

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

- develop further the use of pictures and photographs showing familiar events, objects and activities so that younger children can express preferences, thoughts and feelings about their activities
  
- develop further the links between the indoor and outdoor environments so that children can move freely between them.

## Inspection judgements

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

The pre-school offers a welcoming environment where children make good progress in their learning and development. They display characteristics of effective learning as they eagerly join in with activities on offer. Staff skilfully use children's interests to extend their learning and development. For example, they ensure interactive resources linked to a popular children's character are easily seen by children as they arrive. As a result, children quickly settle to explore the wide range of imaginative characters that have been set out for them. In addition, they concentrate for long periods of time and become engrossed in

their play because they are interested and engaged. Books linked to the popular character are skilfully placed alongside the imaginative figures so that children can discover that print carries meaning. Good interaction by staff members ensure children's language skills are effectively promoted. For example, during interactive games staff skilfully ask open questions to help children develop their thought process and make links in their learning. They listen carefully to children's response and effectively extend their knowledge and vocabulary.

There is a good balance of child-led and age-appropriate planned activities. Opportunities for creativity, drawing and writing are easily available. Books are also accessible and children readily access these; sharing them with their friends and staff members. Some children can recognise their own name, which they select as they arrive and add it to the registration board. Younger children are helped by their parents and use of photographs assists them to master this skill. However, there is scope to use photographs of activities more to help younger children express their thoughts and feelings.

Children enjoy free-flow play indoors and currently have timed outdoor play sessions. There is room, however, to develop the link between the indoor and outdoor learning environments so that children can independently choose when they move between these spaces to further promote their active learning. The indoor and outdoor areas are well resourced to enable children to explore and investigate. For example, outdoors they enjoy digging and growing vegetables. This promotes children's curiosity and provides further opportunities to extend children's vocabulary. As a result, children are gaining good skills to help them in their next stage of their learning, such as, starting nursery or school.

Children with special educational needs and/or disabilities are particularly well supported so that they can fully participate in the pre-school activities. For example, staff effectively use props, such as, a child-sized doll to help children feel welcome and part of the pre-school life. Staff sensitively liaise with parents about any additional support their children may require. Additional training is sought so that children's individual needs are managed effectively and advice from other professionals is acted upon. Children who speak more than one language are well supported. They are making good progress in their learning. For example, key words used by children in their own homes are known and used by staff during the children's day. In addition, signs showing some aspects of the routine help children to communicate their needs. This contributes towards narrowing the achievement gap in children's learning and development. This means that positive steps are taken to ensure all children feel fully included and they are helped to make progress, according to their individual abilities.

Since the last inspection staff have reviewed and improved the assessment of children's progress. For example, they now obtain detailed information about children's starting points, interests and routines when children first start. This information is effectively used to plan interesting activities and experiences, such as, the 'open day' for children's animals. Staff make good use of the guidance, 'Development Matters in the Early Years Foundation Stage' to assess children's progress. They carry out the 'Progress check at age two' as and when the need arises. Parents are encouraged to be actively involved in their children's learning. They can help with activities at the pre-school and attend open sessions to discuss their children's progress. The completion of documents such as 'a

moment from home' contributes to the planning of children's activities. Overall, the staff's quality of teaching is good and they are successful in planning for children's individual needs to prepare them for their next stages of learning.

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

Children enjoy their time at the pre-school and those who have been attending for some time quickly settle to play alongside their friends. They demonstrate that they are confident and motivated to join in with activities. New children's feelings are sensitively managed so that they soon feel settled and secure. The key person system helps children build close bonds. This leads to new children developing increasing levels of confidence so that they can enjoy the activities on offer. Children's independence in their personal care is effectively promoted. For example, they independently wash their hands before eating and help themselves to tissues when needed. Younger children are assisted as and when necessary so that they too develop independent skills.

Children enjoy the rolling snack time. This is effectively managed so that children develop good social skills. For example, a staff member always sits with the children and they all enjoy chatting about what they have been doing. At lunch times, staff encourage children to develop good eating habits, which promotes their good health. Staff know children's preferences and dietary needs and they work with parents to ensure healthy meals and snacks are provided. Children enjoy growing vegetables and often take these home to share with their families. This further promotes children's awareness of healthy lifestyles. Drinks are always available to children and they can help themselves to these at any time. Tissues are easily available and children know where to dispose of these. Resources are set out using children's interests and are easily available so that children can make independent choices. They learn about how to keep the environment safe as they are encouraged to tidy up during the session.

Children enjoy outdoor play where they can take safe risks during their play. In addition, they develop an early understanding of the benefits of fresh air and physical exercise. They love riding wheeled toys and can safely negotiate space as staff remind children to use the 'one-way' traffic system. Staff praise children for 'having a go' and for all tasks, no matter how small. As a result, children develop good levels of self-esteem. In addition, children behave well because clear boundaries are in place to promote positive behaviour. For example, staff calmly remind children not to push their friends when using the slide. This means children develop an understanding of turn taking and how to socialise well with others in group activities. This contributes effectively to the development of skills necessary for transitions to other settings, such as, nursery or school.

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

The manager and her staff are passionate about providing the best possible care and learning for children. They have recently achieved a recognised quality aware programme. This demonstrates the commitment they have to continually drive improvement. The manager has a clear vision for the future which includes development of the outdoor play

provision. Monitoring of the pre-school is a continuous process. For example, improvement plans are regularly shared with all staff and are effectively used to highlight strengths and areas to develop. All staff, parents and children can contribute their views and these are highly valued. Safe recruitment procedures are followed and staff have appropriate checks carried out to ensure they are suitable to work with children. Clear supervision by the manager and regular appraisals means that training needs are identified and supported. For example, staff recently completed a detailed course about communicating with children. This has had a positive impact on the quality of teaching and the planning of activities so that these are more child-led. Since the last inspection staff have reorganised the planning of activities and experiences. They now focus on children's starting points and prior learning achieved. This has a positive impact on how children settle into the pre-school and their ongoing learning and development.

Parents speak highly of the manager and her staff. They are very complimentary about the service that they provide. They state that their children are progressing well and love coming to the pre-school. There is a close partnership with other professionals involved in the children's learning and development. For example, training and advice are actively sought on the best methods to support children who have additional needs. There are well established and effective links with external agencies and professionals from the nearby children's centre. As a result, children are well supported in their learning and development. There are good links with schools where children may attend so that transitions run smoothly. For example, the manager invites proposed teachers to the pre-school to meet the children. In addition, pictorial books showing various areas of children's schools are effectively used so that children can become familiar with their new environments before they attend.

There are well established and effective procedures in place for safeguarding children's well-being. High priority is given to protecting children's welfare. All staff are fully aware of what to do should they have concerns about children in their care. Policies are well known by staff members and are regularly reviewed to ensure they are up to date to protect children's welfare. The manager works closely with outside agencies when necessary and attends meetings to protect children. Staff follow sensible safety precautions. For example, arrival and collection times are well managed so that children are safe. All areas used by children are fully risk assessed before children arrive and ratios are increased for outings. This means that children play in a safe environment as staff understand their roles and responsibilities in ensuring children are as safe as possible at all times.

### **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
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

<b>Unique reference number</b>	EY339025
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	878198
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Little Furze Pre-School
<b>Date of previous inspection</b>	11/11/2008
<b>Telephone number</b>	07776287902

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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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