

The Garden Pre-School

Green Lanes School, Green Lanes, HATFIELD, Hertfordshire, AL10 9JY

Inspection date

Previous inspection date

20/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Children's language development is supported very well by staff. They use a wide range of teaching methods which helps children make good progress.
- Children have formed strong bonds with staff, showing that they feel safe and secure in their care. This supports their well-being and independence.
- Children are safeguarded because staff have undertaken the necessary training and know what to do if they should have a child protection concern.
- Staff demonstrate a very secure knowledge and understanding of how young children learn through play and exploration.

It is not yet outstanding because

- There is scope to improve the detailed self-evaluation to consistently implement identified areas for development to further enhance children's welfare and learning.
- The very good information given to parents about children's future learning does not consistently include details about how they can further support them at home.

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 observed children's activities both indoors and in the outdoor learning environment, held discussions with members of staff and interacted with children attending.
- The inspector held meetings with the manager of the pre-school and key persons working with the children.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, and a range of other relevant documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Ann Cozzi

Full Report

Information about the setting

The Garden Pre-School was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a school setting in the Hatfield area of Hertfordshire. The pre-school serves the local area and wider and is accessible to all children. It operates from Green Lanes School and there is a fully enclosed area available for outdoor play.

The pre-school employs seven members of child care staff. Of these, four hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. There are currently three members of staff undertaking a level 3 qualification and one undertaking a level 5 qualification.

The pre-school opens Monday to Thursday term time only. Sessions are from 10.45 until 2.30, with some shorter sessions provided. Children attend for a variety of sessions. There are currently 33 children attending who are in the early years age group. The nursery 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 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 self-evaluation by ensuring that identified areas for improvement are consistently implemented
- develop information provided to parents about children's next steps to include specific information about how they can continue learning at home.

Inspection judgements

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

Staff demonstrate an extremely good understanding of how to promote young children's development through play and exploration. They employ very effective teaching techniques supporting children's good progress towards the early learning goals. Key persons undertake regular observations of children, which are effectively assessed and reflected in planning. The use of information about children's individual interests and preferences is successfully used to promote their participation in activities. As a result, children build firm foundations, developing skills for future learning. Parents are informed

about their child's achievements through regular information sharing. Although, there is scope to improve this exchange, to ensure that parents are consistently provided with specific details about how they can further help to support learning and development at home.

Children confidently move around the setting, engaging in a wide range of interesting activities, which successfully capture their interest. Staff effectively foster independence by encouraging children to consistently make choices about what they would like to do next. Children are supported to develop good physical skills, such as coordination. For example, during outdoor role play they have fun climbing large play equipment. Children demonstrate growing control over their movements, for example, they use felt pens to colour in images of numerals, which they successfully name. Children enjoy taking part in messy play opportunities, discovering that they can make marks in flour. Staff encourage children's language development very well, helping them to engage in conversation, showing an interest in what they have to say. Children respond well to this support, enthusiastically explaining all about the model they have created from construction materials. Staff successfully encourage children to learn about and identify shapes, such as, a triangle used to make a roof. They have fun learning other mathematical skills, such as counting and creating patterns. Children's interest in literacy is effectively encouraged by staff, as a result, they successfully identify a wide range of letters and sounds. This is supported well through an indoor and outdoor environment which is rich in text, teaching children information can be relayed through print. Children with English as an additional language are well supported as staff use pictorial clues and key words from parents, to support children's learning. Children with special educational needs and/or disabilities are effectively supported by input from other professionals and planning which is specific to their needs.

Staff encourage children to develop good social skills, taking turns and working in cooperation with their peers. Children have lots of fun exploring media, such as paint, experimenting with colour and describing the picture they have created. Children relish the consistent praise and encouragement given by staff and, as a result, they display very high levels of self-esteem.

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

The staff demonstrate a clear understanding about the importance of identifying and minimising risks to children. Key persons work closely with parents, gathering important information about each child's needs and interests. Settling in visits are organised to include parents, which ensures that children are well supported during their introduction to staff and the environment. Children demonstrate firm bonds with their key persons and other staff working in the pre-school. They show a strong sense of belonging and confidence in an environment, which is warm and welcoming. Children are supported well by staff to openly discuss their feelings and learn about being kind to others, for example, by taking turns and sharing resources with peers. Staff act as good role models, consistently implementing a wide range of positive behaviour management strategies, which children respond well to.

Children develop their understanding about how to maintain a healthy lifestyle. This is promoted through regular access to outdoor play, established routines and specific activities. Children develop good self-care skills as they learn about the importance of addressing their own personal care and hygiene. For example, they know that washing hands gets rid of unwanted germs. Supported by staff, children take part in activities which teach them how to take appropriate risks, for example, they enjoy climbing during physical play activities in the garden.

The effective organisation of the indoor and outdoor learning environments, motivates children to be creative and play an active part in their learning and development. For example, the outdoor play area provides a wealth of extremely stimulating and interesting play opportunities. There is no bias in staff practice, which ensures that all children are treated with equal concern in relation to gender, race or disability. Children have great fun as they learn about the world around them and their backgrounds are reflected within the pre-school.

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

Safeguarding procedures are robust, which ensures that all staff clearly understand their responsibility to protect children's safety and well-being. All staff have undertaken appropriate training, which effectively ensures that they know how to make a child protection referral should they have a concern. Positive relationships are actively supported with other professionals, which fosters a multi-agency approach to supporting children and their families. Risk assessments are undertaken, along with daily safety checks. This helps staff to minimise potential risks to children's safety both inside and outside of the pre-school.

Systems for the recruitment of staff effectively ensure that only those who are suitable, trained and experienced are employed by the pre-school. The manager and staff support each other well, promoting the smooth daily running of the pre-school. The professional development of staff is supported well by the manager who regularly monitors practice. As a result, training opportunities are well chosen, which ensures that they enhance the care and well-being of children. Paediatric first aid and food hygiene training are in place for most staff. This ensures that appropriate care is provided to children in the event of an accident and food is stored and prepared safely. The wide range of relevant policies and procedures in place are well maintained and made accessible to parents.

Self-evaluation is active and on-going, identifying strengths and areas for future improvement. For example, the outdoor environment has recently been enhanced to further meet the needs of all children attending. Children's progress is monitored and staff take suitable steps to ensure that any identified gaps in learning are addressed. Partnerships with other providers of care and education are good because staff are pro-active in promoting communication. This helps to support continuity of care and learning well. In addition, staff ensure additional support for children and their families is actively sought from outside agencies. Partnerships with parents are good. They speak highly about staff who they feel are 'friendly and approachable'. Parents also report that their

children 'love it here' and that 'coming here has been an absolute delight'. All parents spoken to stated that they would recommend the pre-school to others.

The manager and her staff undertake thorough, on-going reflective practice, which helps them to develop plans for improvement. This is organised to take account of the views and opinions of a wide range of sources, including the local authority development officer, children and parents. This effective self-evaluation demonstrates the manager's and her staff's commitment to improving the service provided for children. However, there is a weakness between identifying priorities and implementing them consistently to drive improvements to benefit children even further.

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

Unique reference number	EY458059
Local authority	Hertfordshire
Inspection number	896902
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	33
Name of provider	The Garden Pre-School Committee
Date of previous inspection	not applicable
Telephone number	07961786671

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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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