

North Bushey Pre-school

Highwood Primary School, Bushey Mill Lane, BUSHEY, WD23 2AW

Inspection date	20/03/2013
Previous inspection date	11/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are highly motivated and work exceptionally well together as a team, creating a secure and safe learning environment for children.
- Staff value working in partnership with parents and effective relationships between staff and parents ensure children's individual needs are met and a welcoming environment is provided to all.
- Staff motivate children to learn with exciting activities that children enthusiastically engage in. Staff create exciting, imaginative play experiences, such as the pretend doctor's surgery or exploring the properties of spray foam.
- Children are happy, keen to learn and rapidly growing in self-assurance because of excellent relationships with staff. All children make good progress in relation to their starting points and capabilities.

It is not yet outstanding because

- There is scope to improve children's concentration by monitoring the background noise levels within the setting.
- Staff have few links with the other local schools in the area to ease the times of transition for those children who are not going to attend the on-site school.

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 observed activities and routines in the playroom and outside play area.
- The inspector looked at a sample of children's individual profiles, and a selection of relevant policies and procedures.
- The inspector carried out discussions with the staff at appropriate times throughout the session and undertook a joint observation of an adult directed activity with the manager.
- The inspector also took account of the views of parents and carers spoken to on the day and of information included within self-evaluation.

Inspector

Sheila Harrison

Full Report

Information about the setting

North Bushey Pre-school is privately owned and was registered in 2012 on the Early Years Register. It operates from a purpose built, single storey building set within the grounds of Highwood Primary School in Bushey, Hertfordshire. The setting is accessible to all children and there is a fully enclosed outdoor play area. There are seven members of childcare staff, the majority of whom hold appropriate early years qualifications at level 3 or above. This includes the manager who has Early Years Professional Status.

North Bushey Pre-School opens Monday to Friday during term times. Morning sessions are from 8.45am to 11.45am with a lunch club that runs until 12.15pm. Afternoon sessions are from 12.15pm to 3.15pm. Children attend for a variety of sessions. There are currently 83 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children 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:

- enhance the opportunities for children to concentrate by keeping background noise to a minimum
- enhance the support for children's transition on to their next setting by developing further the two-way exchange of information with other local schools.

Inspection judgements

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

Children are happy and busily involved in purposeful play. Staff provide rich and varied experiences based on their knowledge of the children's interests. They ensure that favourite toys are readily available to quickly engage children in their play. Children have great fun playing with the spray foam. This helps them to develop the muscles required to draw simple shapes, such as circles and lines, and the older children also enjoy practising drawing letters in the foam. Staff take these opportunities to sound out the letters, which helps children to make valuable links between sounds and letters.

Staffs' thorough knowledge of the areas of learning and a clear understanding of how children learn informs the planning process. They set up many varied types of imaginative

play to help children explore their own first-hand experiences. Staff skilfully use the children's interest in favourite television characters to help them make connections in their learning. Children share their thoughts and ideas, such as fitting a floor in the doll's house. They talk about the recent visit from the fire service as they play with the model fire station.

Children quickly start to progress in their learning as the staff carefully plan activities from the knowledge of children's starting points gained from some home visits and 'All about me' information provided by the parents. Staff successfully bring the favourite toy trains into the painting activity and this helps children to become interested in exploring new experiences.

Children are continuing to make good progress in their learning and development as staff closely observe them at play. Staff record children's progress thoroughly and use this information well to plan precisely the next steps in their learning. This enables the children to develop appropriate skills and attitudes for the next stage of their learning. Staff understand the different assessment processes, such as the 'Progress check at age two'. This ensures any need for additional support for children can be identified, shared with parents and acted upon promptly.

Staff are respectful to children and move quietly around the premises when children are listening to a story. They use music to make children aware of the change in routine, such as tidy up time. However, music also plays throughout children's free play sessions and, although this is not always noticed by the children, it adds to the overall noise levels and so does not fully support children in developing their concentration skills.

Strong links are in place between pre-school and home. Staff invite parents to give details of their children's learning at home by sending in a note of a 'Wow moment' which is then displayed on a board. Parents are encouraged to see their children's learning record and to discuss their child's progress with their key person. This helps to support children's learning at home. Information on children's activity during the session is passed to childminders and nannies to share with the parents, ensuring that there are secure partnerships and a sharing of knowledge to support children's learning.

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

Children quickly settle at the pre-school. Staff have secure settling in methods and the key person system ensures that children learn to be strong and independent through positive and consistent relationships. Staff undertake some home visits when requested, and the information gained through the 'All about me' sheets support children effectively on entry to the pre-school.

Children are encouraged to listen, share and take turns and staff teach them how they can play together harmoniously and to cooperate with each other. Staff read children enjoyable stories in small groups and this helps children to listen with increasing attention. Praise and encouragement from staff ensure children develop high levels of self-esteem.

Staff gently explain to children that their actions have an impact on others and they need to be kind and thoughtful. This helps children to find solutions to problems and conflicts. Children develop a good understanding of the community in which they live. They celebrate their own cultural festivals and those of their friends.

The pre-school is very well resourced, which effectively promotes children's learning. Children can choose from a wide range of interesting toys and equipment. There is a range of good quality scissors, including those suitable for children that find it easier to use their left hand. There is a wide range of notices displayed and writing for a purpose in all the play areas.

Children's good health is promoted well. They are learning about the importance of personal care routines, such as hand washing before eating, through discussion and the daily routine. Children are offered a variety of nutritious foods at snack time which encourages them to eat a healthy diet. Children are learning about healthy living through the exciting imaginative play areas. They have a wide range of resources to enact their life experiences, such as visiting the doctors. They listen to their friends chests with pretend stethoscopes and give injections to 'make you better'.

Children develop self-confidence in their physical skills as they participate in a variety of indoor and outdoor activities that emphasise the importance of fresh air and exercise. Children move and jump with excitement as they chase the large bubbles. They use the sit and ride toys confidently and learn to take care when moving around to ensure their safety and that of their friends.

The pre-school is situated within the grounds of a primary school and a very close working relationship has been developed between the two. Most children attending the pre-school move onto the on-site school, and so school staff are invited to see the children at play, and the children visit the school to see their new classroom prior to moving into full time education. However, the pre-school has yet to develop equally valuable links with the other schools that children may attend. This means that for the children that are moving onto other schools in the area, the consistency of care and learning is not so well executed.

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

Arrangements for safeguarding children are highly effective and staff have a secure knowledge of how to safeguard children. All staff recently attended training in child protection and are experienced in working closely with other professionals. This contributes to maintaining children's safety and protects their well-being. Effective staff deployment and the maintenance of the premises and the management of safety systems help to keep children safe. Staff are vigilant and use a 'walkie talkie' system to ensure that any unauthorised entry to the school site is quickly reported to the school. Children are closely supervised and the premises are secure. A member of staff stays close by the gate when the children are in the garden to ensure that the children cannot leave

unaccompanied. All staff and children frequently practise emergency evacuation procedures to ensure children know how to behave in an emergency. Robust recruitment and vetting procedures ensure that everyone working with the children are suitable to do so. The management monitor the on-going suitability of all staff effectively through regular meetings and appraisals. These procedures promote children's safety well.

Staff provide children with a safe, nurturing and secure environment in which they are given sensitive care and attention. All staff work exceptionally well as a team. They are knowledgeable and enthusiastic, demonstrating a high level of commitment to further training. The pre-school has appropriately trained staff advising and supporting other practitioners in the pre-school on how to effectively support children with special educational needs and/or disabilities. Further staff are attending training to ensure that there is a strong team and suitable contingency plans to support children and parents at all times. The pre-school has close and effective links with parents and carers resulting in positive relationships and very high levels of parental regard for the service provided. There are varied notice boards, an informative web site and parents receive regular newsletters. Parents are invited to come and help in the pre-school for a session, encouraging them to become actively involved in the life of the pre-school.

The staff team are committed to the continuous evaluation and improvement of their practice. All of the staff team actively contribute their views and opinions and they monitor and evaluate the provision very well. The registered provider collects and evaluates information on children's progress within the pre-school to ensure that they offer a full range of learning opportunities across all the areas of learning and children make as much progress as they can. Staff use their planning successfully to consider ways to support, challenge and extend children's current learning and development.

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 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	EY443089
Local authority	Hertfordshire
Inspection number	909569
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	84
Name of provider	Sarah Louise Purser
Date of previous inspection	11/01/2013
Telephone number	0783 4081455

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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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