

# Offley Pre-School Group

Offley JMI School, School Lane, Offley, Hitchin, Hertfordshire, SG5 3AT

## Inspection date

20/06/2013

Previous inspection date

14/12/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children's communication and language skills are encouraged through opportunities, such as story time and circle time. As a result, their speaking and listening skills are developing and their progress in the prime areas of learning are encouraged.
- Staff work together with parents and children to evaluate the pre-school and use their suggestions, during parent meetings, to support continuous improvement.
- Children are settled and build fond relationships with staff and peers. They have regular opportunities for fresh air and exercise and learn about the importance of developing healthy lifestyles.
- Children's safety is protected because staff demonstrate a satisfactory awareness of protecting children in their care. Additional training has been attended and regular risk assessments are completed. As a result, the safeguarding and welfare requirements are met.

### It is not yet good because

- Children's next steps are not incorporated into the planning of activities. As a result, activities are not consistently organised across all areas of learning, to promote children's individual development.
- Children moving on to school outside of the local area are not as consistently prepared for their transition because relationships with other settings are not as well promoted.

## 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 with the manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, procedures and children's individual learning journals.
- The inspector carried out a joint observation with the manager.
- The inspector observed activities in the main pre-school room and the outside area.

## Inspector

Jo Rowley

## **Full Report**

### **Information about the setting**

Offley Pre-School was registered in 1972 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a portable classroom in the grounds of Offley Endowed Primary School, in the village of Offley, Hertfordshire and is managed by a group of committee members. The pre-school serves the local area and surrounding villages and is accessible to all children. Children have access to an enclosed area available for outdoor play.

The pre-school opens on a Monday from 8.50am to 12 noon with an optional lunch club until 1pm. Tuesdays, Wednesdays and Thursdays, the pre-school opens from 8.50am until 3pm with an optional lunch club on each of these days. On a Friday, the pre-school is open from 8.50am to 12 noon. The pre-school operates during term time only and children attend for a variety of sessions. There are currently 31 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. The pre-school supports a number of children with special educational needs and/or disabilities.

The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, including the leader, who has an early years degree.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- use information obtained from observing children to understand their level of achievement, interests and learning styles and to plan for their next steps in learning. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development.

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

- strengthen partnership working by ensuring there are robust communication links with all schools that children attend, so that they fully benefit from a shared understanding and common approach to supporting their transition.

## Inspection judgements

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

Staff demonstrate a satisfactory knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. Observations are completed on a regular basis for each child and their next steps are drawn from these to inform future learning. However, staff do not incorporate individual next steps into the planning of activities, to ensure that these are consistently challenging. As a result, some children are less engaged in activities and this occasionally, results in some unsuitable behaviour. Children's communication and language skills are promoted, as staff use small group time and whole group circle time to promote opportunities for children to speak and be listened to. For example, children take delight in sharing their individual stories of the pre-school trip the day before. They talk about their favourite animals, seen at the park and how they really enjoyed the water park.

Staff regularly complete observations on all children and use the information, alongside guidance, such as Development matters in the Early Years Foundation Stage, to highlight where they are progressing in their learning journals. Photographic evidence and individual pieces of artwork demonstrates a range of activities, which children take part in. As a result, they are reaching expected levels of development, including those children with special educational needs and/or disabilities. Children have regular opportunities for physical development, as they choose to use inside or outdoor resources. For example, in the outdoor area, children develop their balancing and climbing techniques as they use a range of static equipment. Additionally, they have opportunities to improve their sense of space as they manoeuvre around other children and obstacles on their scooters.

Staff work with parents to ensure that children are suitably supported during their early days at pre-school. For example, regular settling-in visits are encouraged with parents to help them develop relationships with staff. Parents are requested to share all that they know about their children to support staff in developing children's learning and development from their initial starting points. As a result, children's feelings of security are promoted and parents are kept informed of their children's achievements and progress. Additionally, parents are encouraged to share their own observations of what their children can do with the pre-school 'wow' moments. These are displayed within the setting, encouraging children's self-esteem and confidence. As a result, their readiness for school is supported.

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

Children are encouraged to self-register on arrival at the pre-school, with their individual name cards used as an opportunity for them to begin to recognise their name. Additionally, the cards are used further, to promote children's independence at snack times as they are supported in finding their cards before helping themselves to a snack. Children gain a suitable understanding of the importance of healthy living, as they eat a

range of nutritious snacks. Additionally, their independence is promoted further as, for example, even the youngest children are encouraged to pour their own drinks.

Children are settled and leave their main carers with ease. This is because parents have shared all relevant information with staff to ensure children's needs are met. Additionally, an effective key person system helps children form sound relationships with staff and peers and demonstrate a general kindness to each other. For example, as a group of children are playing pirates in the garden another child asks if they can play. Children welcome the child and suggest that they be a 'girl pirate' and they carry on their game, using their imaginations. Children's behaviour is satisfactory. Staff encourage children to learn about acceptable behaviour and support their understanding through the use of discussion and time out. Furthermore, children learn about sharing as staff encourage and promote turn taking through activities, such as games and puzzles, where children work together.

Children have regular opportunities to enjoy fresh air and physical exercise as the pre-school environment offers a choice between inside or outdoor play throughout the session. Spontaneous opportunities, such as when it starts to rain, are used to promote learning. For example, children and staff talk of rainbows and discuss the colours children might expect to see in a rainbow. Furthermore, children enjoy running in and out of the rain showers and learn that they need water after physical exercise to help them cool down. Children are developing their understanding of risks and how to stay safe as, for example, they learn about road safety and 'stranger danger' as they take regular walks in the local village. Additionally, staff use gentle reminders, such as sitting on the chairs properly, so they do not hurt themselves or others.

Children are prepared for the next stages in their learning because they are supported in their transitions from home to pre-school through regular settling-in visits. The pre-school works in partnership with the local schools that children attend, in order to ensure that important information about children's learning and development is shared. However, this work has not been fully extended to include schools further afield, who are involved with some of the children. As a result, there is more to do to strengthen communication links with some partners to ease children's transition.

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

The committee and pre-school leader work together to promote sound leadership and management across the setting. They ensure that thorough recruitment and induction procedures, including Disclosure and Barring Service Checks, means that staff are qualified, experienced and suitably cleared, in order to protect children's overall well-being. Staff are fully aware of their roles and responsibilities within the setting and work together as a team. As a result, the safeguarding and welfare requirements are met and staff suitability is consistently monitored. Staff have a clear understanding of how to safeguard children and who to report any concerns to; they have attended training in this area. The manager promotes opportunities for staff to access a programme of training and

development through regular and ongoing, one-to-one meetings and appraisals. She supports staff to ensure that their continuous professional development is encouraged.

The manager takes responsibility for monitoring and evaluating planning and assessment within the pre-school and through evaluation she can identify where interventions are required. For example, they have recently adjusted the way in which they record observations and assessments to ensure that learning journals clearly demonstrate the progress children are making.

All staff are involved in the pre-school self-evaluation to monitor and evaluate the setting as a whole. Parental feedback and discussions with children also provide evidence for staff to use in promoting continuous improvement. Partnership with parents is effective and parents state that they are happy with the feedback they receive from staff. The pre-school leader has established partnership links with various other professionals, such as speech and language therapists. As a result, all professionals are working to support and improve children's overall well-being.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	146753
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	923995
<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>	21
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Offley Pre-School Group Committee
<b>Date of previous inspection</b>	14/12/2010
<b>Telephone number</b>	01462 768606 or 07759 783269

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

