

Sheredes Pre-School

Sheredes Primary School, Benford Road, HODDESDON, Hertfordshire, EN11 8LL

Inspection date	12/09/2013
Previous inspection date	01/11/2011

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 provide a good variety of interesting and stimulating activities, indoors and outdoors to promote children's progress in all areas of learning.
- There are warm and caring relationships between children and all staff, particularly key persons. Children's behaviour is good and they are well settled and secure.
- Staff forge strong links with the adjacent school. This supports children well, when the time comes for them to move on to their next stage of learning.
- Staff develop successful partnerships with parents. They share information with parents on a daily basis, which promotes the children's individual needs well.

It is not yet outstanding because

- There is scope to extend the range of multicultural resources in the role play area that reflect a range of cultures to promote children's understanding of the world.

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 activities indoors and outdoors.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.

Inspector

Clair Stockings

Full Report

Information about the setting

Sheredes Pre-school was registered in 1992. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom in the upper building of Sheredes Primary School in Hoddesdon, Hertfordshire. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The pre-school opens each weekday during school term time. Sessions are from 8.30am until 11.30am on Tuesday, Wednesday and Thursday and until 2.30pm on Monday and Friday. Children attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-old children and there are 26 children on roll. The pre-school employs four members of staff, all of whom hold appropriate early years qualifications at level 2 and above.

What the setting needs to do to improve further

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

- extend the range of resources in the role play area to include more toys and objects that reflect diversity, children's family lives and communities to help children to learn about the differences between themselves and others.

Inspection judgements

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

The pre-school provides a good start to children's learning and play experiences. Children happily enjoy a stimulating programme of activities which support them in making good progress, in relation to their starting points. Rich experiences and resources which cover all seven areas of learning and development are on offer both indoors and outdoors. Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They explore and play, displaying emerging levels of independence and self-confidence. They demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them.

Staff have a good understanding of the Early Years Foundation Stage which they implement with success. Information gathered by the key person provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the pre-school. As a result, children settle quickly because staff understand their needs well and meet them consistently. Staff make use of observations to identify individual children's future learning

in all required areas of development. Learning journals that include photographs, observations and achievable next steps in learning are in place for all children. These highlight the good progress that all children are making. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Staff have daily discussions with parents to provide them with informative feedback about their children's daily activities, learning and progress. They encourage parents to share their comments about their child's learning at home and to contribute comments to their child's learning journal. This approach is successful in engaging parents in their children's education and ensuring that children are well assessed so that staff can easily identify any children falling behind in their learning.

Children successfully develop their spoken language as staff interact sensitively with the children at their level, asking meaningful questions to skilfully challenge and extend their learning. Staff move around the playroom joining in with children's play, talking to them clearly and extending their vocabularies as they describe what they do. Staff show children how to pronounce some words by responding and repeating what they say in the correct way. They listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Children join in action songs and rhymes, smiling and copying staff with enthusiasm. Staff effectively encourage children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Children use different tools for making marks to practise early writing skills. Staff skilfully extend children's learning as they introduce simple mathematical concepts of shape and size. For example, during a sticking activity, staff encourage the children to talk about the colour, shape and size of the pieces they are using. Children are motivated to learn, interested, and engaged in activities. All children receive strong support to develop good attitudes and skills to learn effectively. Staff skilfully give young children the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. Consequently, children are gaining skills which help prepare them for their next stage of learning.

Children explore, play and learn in a safe and secure environment both indoors and outdoors. Staff organise the playroom and plan activities to ensure that every child enjoys exciting learning and development experiences that meet their individual needs. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including wheeled toys, hoops and balls and resources to support all areas of learning are readily accessible for children to self-select. The indoor environment is effectively organised, allowing children to access a developmentally appropriate range of toys and resources covering all areas of learning. However, there are fewer multicultural resources in the role play area to fully reflect diversity to help children learn about similarities and differences between themselves and others. There is a good mix of adult-led and child-initiated play experiences, which encourages children to be active learners as they move freely between activities of their choice. Consequently, they develop skills to support their move to school.

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

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Staff prepare nutritious snacks and children's individual dietary requirements are met. Mealtimes are sociable occasions when staff encourage children to learn independence skills by serving themselves and pouring their own drinks. Children are encouraged to manage their personal needs. For example, staff give children time and encouragement to put on their own coats ahead of going out to play. Attentive staff remain close by to praise children's efforts and offer assistance, where needed. Staff and children sing their 'washing hands song'. This supports children to learn and use good day-to-day hygiene habits. Children benefit from regular fresh air and exercise during outdoor play.

Children play a full and active role in their learning in this warm and welcoming environment. Upon arrival, children settle swiftly to an activity of their choice and confidently seek assistance and reassurance if needed. The very effective key person system supports children to feel valued and promotes a sense of belonging. Staff gather good information from parents about their child's care needs before starting. Their move from the home into the pre-school is managed well through the effective settling-in process. Caring staff warmly welcome the children and their families into the pre-school. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed. Children concentrate and persevere on their freely chosen activities as well as those led by adults. They respond well to the clear boundaries set for them. Children learn about the needs and feelings of others through sharing, taking turns and helping others. They hear gentle reminders to say 'please' and 'thank you'. Their behaviour is good, as staff share consistent expectations and set a good example themselves which helps the children to feel safe. Children willingly take on responsibility, for example tidying away toys and resources and helping to clear the table in preparation for snack. During play outdoors, they listen carefully and adhere closely to the instructions of staff. As a result, children enjoy their experiences in the pre-school and learn good skills that support their future learning.

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

The provider has a good understanding of the safeguarding and welfare requirements. All required documentation is in place and readily available at inspection. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff suitability to work with children. Staff understand their responsibilities to provide safe play environments for children. Staff ratios and levels of supervision are good at all times. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

Partnerships with parents and carers are a clear strength of the pre-school. Parents warmly praise the 'caring and friendly' staff team and the progress their children are making. They receive high levels of information about their child and are actively

encouraged to be involved in their progress. Parents' views and opinions are sought and incorporated into the routine and planning so that the individual needs of children are fully met. Staff forge close links with the host school, to where the majority of children attending the pre-school move. These links strongly support children's progress and development. Information sharing is effective and this eases children's move to other settings or on to school.

The manager and her team demonstrate a good knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. This includes those learning English as an additional language or who have a special educational need, when these children are on roll. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. The manager monitors staff performance through appraisals, and informally through observation and working alongside the staff. Staff are supported to attend relevant courses and gain additional qualifications. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. The manager and staff team demonstrate a commitment to the ongoing development of the whole provision and strive to identify priorities for improvement.

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	124115
Local authority	Hertfordshire
Inspection number	870969
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	26
Name of provider	Sheredes Pre-School Committee
Date of previous inspection	01/11/2011
Telephone number	01992 465154

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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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