

Flamstead Pre-School

Flamstead Village Hall, Church Road, FLAMSTEAD, Hertfordshire, AL3 8BN

Inspection date	23/10/2013
Previous inspection date	17/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 promote children's curiosity and interest, for example, by hiding harvest foods amongst leaves for children to discover.
- Staff use children's interest in small world play to promote their understanding of differences and similarities as children sort figures by their different features.
- Children bring in items from home to show the rest of the group. This increases their self-esteem as they have special time to talk about things that are important to them.
- Staff manage children's behaviour well and praise them frequently. Their clear direction helps children to understand how to get along with others.
- The pre-school committee and staff are proactive in addressing weaker areas and driving up standards in quality for children.

It is not yet outstanding because

- Routines sometimes disrupt children's flow of learning which means they are not always able to explore their ideas to their full conclusion.
- Staff do not always prepare children for changes in the routine by giving them visual or audible warnings.

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 learning activities activities in the main room and garden.
- The inspector had discussions with parents, staff, the Chairperson of the committee and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and self-evaluation information.

Inspector

Hayley Marshall

Full Report

Information about the setting

Flamstead Pre-School is managed by a parent committee of volunteers and was registered in 1993. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school operates from two rooms in the village hall in Flamstead, near St Albans, Hertfordshire. There is a small enclosed area available at the front of the church hall for outdoor play. The pre-school opens each weekday morning from 9am until 11.45am and Tuesday, Wednesday and Thursday afternoon from 1pm until 3pm. There is an optional lunch club that runs each day until 1pm. Children from the village school can be collected to attend the lunch club each day.

The pre-school supports a number of children with special educational needs and/or disabilities. There are currently 20 children attending in the early years age range. The pre-school provides funded early education for three- and four-year-olds. There are four childcare staff of these, the manager and one other member of staff hold a relevant level 3 qualification. Three staff work during each session and qualification requirements are met at all times.

What the setting needs to do to improve further

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

- encourage children to sustain uninterrupted periods of play where their learning can flow and come to a natural conclusion

- prepare children for changes in their routine by giving them plenty of warning, such as through visual or sound triggers.

Inspection judgements

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

The pre-school staff create an inclusive environment where all children make good progress in their learning and development. There are ample opportunities for children to explore all areas of learning under the supportive teaching of the staff team. For example, children learn about events and themes through well-planned sensory experiences. Staff hide harvest foods in amongst a trough of leaves, sticks and bark for children to discover. This encourages their strong explorative impulses, as they dig deeply and delight in naming the foods they find. This activity stems from previous learning, where children collected foods from home to distribute amongst members of the local community. Staff read the 'thank you' cards they receive to children. They explain that some people find it

difficult to go to the shops in the wet and windy weather. Children further learn about the abilities of others through playing with small world figures. Staff skilfully direct them to examine similarities and differences between the figures. Children sort and categorise by finding people who are wearing trousers and people who use a stick to help them get around. Staff introduce new language by saying that three figures which are the same are 'triplets', children copy the word and staff explain its meaning. This extends children's knowledge of words.

Staff model language throughout the session and provide plenty of opportunity for children to talk and express themselves. Staff track children's progress and identify when they need extra help with their development of speech. Close working with speech and language therapists ensures that they receive targeted support to increase their skills. The staff read to children and sing songs which children copy while they engage in play. For example, children sing to dolls while they bathe them demonstrating their expanding vocabulary. Sometimes, staff call children to sit on the mat for register time. Some children are initially engrossed in their play and reluctant to move away from their interest. Staff encourage children to bring any toys they want with them. However, this does occasionally mean that children's learning does not flow into its own conclusion.

Children have ample opportunity to see numbers and letters within the pre-school. Staff devise creative ways to promote their mathematical skills through introducing numerals and groupings of objects. This gives meaning to children's counting as they recognise the quantity of three and the corresponding number. Children show an interest in writing as there are opportunities for them to write and make marks in the role play area, garden and writing table. Consequently, children use writing for purpose as they are aware of the letters in their name and enjoy incorporating this into their play. Children's willingness to 'have a go' at new things and positive attitude towards their learning equips them well for their move into school.

Staff maintain accurate records of children's learning and development which identifies their next steps in learning. Close working relationships with parents and the local school means that children experience continuity as they move between home, pre-school and school. This means that staff are able to plan activities that complement and build upon children's prior learning effectively.

Staff work closely with parents to support children who have additional needs. Individual plans enable staff to overcome possible barriers enabling children who experience difficulty in their mobility to move around freely. Children enjoy climbing through tunnels while playing inside and jumping enthusiastically in muddy puddles when outside, supporting their physical development well.

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

Children are happy and settled at the pre-school because they form close bonds with the staff that care for them. Staff respond warmly to them and talk about their family and events at home. This helps to bring together children's environments helping them to

adjust to the changes in their day. Staff are responsible for key children who they observe to monitor their progress. Parents know who their children's key person is should they want to discuss any concerns or share children's achievements. Children bring items from home to show the rest of the group. They have special time where they can stand in front of the group and talk about what they have brought, such as, something they found on the walk to pre-school or a favourite toy. This raises children's self-esteem as they are able to express their knowledge. Staff also use this time to talk about things which parents share with them, such as the death of a family pet. This successfully supports children's personal, social and emotional development and they flourish in confidence as a result.

Children behave well because staff praise them and explain to them clearly the reason for their praise. For example, staff say 'it was really kind of you to share your toy'. Staff discuss children's behaviour with parents providing children with consistent messages about expectations. Children share, take turns and care for their environment through tidying away toys. Sometimes, young children do not fully engage in tidy up time and continue to play. This is because staff do not use any visual or audible prompt to inform them of the impending change.

Children become independent in meeting their own needs. Staff recognise that there are skills children need when they start school, such as putting on their own coats and shoes. This is part of their routine at pre-school as they dress themselves for playing outside in the rain. Children enjoy walking to their local allotment where they grow fruit and vegetables. This increases their awareness of healthy eating and encourages them to enjoy a love of being outdoors. This helps them to understand about healthy lifestyles.

Children learn about how to keep themselves safe when they play outdoors. They follow the rules about where they can ride their cars and scooters and negotiate uneven ground successfully by slowing down. Children know that they must not run inside as they might bump into each other, showing their awareness that some activities are only safe in some areas.

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

The committee and staff place high importance upon all aspects of safeguarding. The committee chairperson uses her very good understanding of the welfare requirements of the Early Years Foundations Stage when recruiting new staff. This means that the recruitment, interview and induction procedure is robust. All necessary checks are complete before staff commence employment meaning that the pre-school confirms their suitability to work with children. The policies and procedures which underpin staff work have undergone recent review to test their effectiveness. This includes making sure they are understandable and user-friendly. As a result, staff are all able to communicate their understanding of the signs and symptoms which might cause them concern about children's welfare. The clear lines for reporting any concerns enables staff to understand what action they should take should a concern arise. Staff are vigilant in assessing risks to children and maintain safe staff to children ratios at all times.

The newly appointed manager has undertaken extensive reviews of all aspects of the pre-school. She monitors curriculum delivery by assessing children's progress individually and as a group. When this identifies that children make less progress in their mathematical development than in other areas, action plans successfully target this area and improvement is swift. The pre-school is responsive to parents' views and ideas. For example, the pre-school changes opening days and hours at parents request. Children contribute their ideas through discussion with staff and by staff evaluating activities on a regular basis. The highly committed parent committee have worked tirelessly to address recommendations from the previous inspection. Multiple, successful plans to target weaker areas have made significant impact upon the quality of care for children. Therefore, the pre-school demonstrates a good capacity to maintain ongoing improvement in the future.

There are supportive methods of supervision in place for all staff. Regular meetings help staff to share their ideas and shape practice. They contribute their ideas readily and each member of staff brings their individual skills to the team. The committee oversees the work of the manager and conduct regular appraisals. This helps to develop staff training plans that benefit children. Regular attendance at training events helps staff to meet the individual needs of all children who attend.

The pre-school build strong links with the local school where children attend to ensure their smooth move. Regular work with the Pre-school Learning Alliance development workers enables the pre-school to access support and advice which shapes their practice. Close working with professionals involved in the care of children, means that the pre-school effectively provides challenge and support for all children. This shows that the pre-school value working with others professionals ensuring that children make good progress from their individual starting points. Accurate, well-informed observations and assessments, such as the progress check for children aged two, monitors children's learning and development. Parents are happy with the pre-school and feel that children enjoy attending.

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	129341
Local authority	Hertfordshire
Inspection number	903871
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	20
Name of provider	Flamstead Pre-School Committee
Date of previous inspection	17/01/2013
Telephone number	07542 109058

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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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