

Harebreaks Preschool

The Harebreaks, WATFORD, Hertfordshire, WD24 6NF

Inspection date	19/11/2013
Previous inspection date	19/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are happy and settled in their play. They are keen to join in learn new skills provided by the well-qualified staff who understand how young children learn through good play opportunities. Children develop strong bonds with their key person, they are cared for in a stimulating yet nurturing learning environment.
- The well-qualified and experienced staff team are motivated and work well together. They take responsibility for key groups of children, planning to meet the individual learning needs of each child and to provide challenging and interesting learning opportunities.
- The leadership and management of the pre-school is strong. Children are safeguarded because effective recruitment, vetting procedures and on-going training ensures all staff have the skills to monitor and maintain children's well-being and learning to a good level.

It is not yet outstanding because

- Parents are not always fully informed about the planned themes and topics to enable them to fully support and extend their children's learning and interests at home.
- The planning for the outside environment does not consistently include the seven areas of learning to reflect and build on the different styles of the children's learning.

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 talked to the children as they played in the main hall. She observed them having a mid-morning snack, play outside and take part in singing and action songs in the small hall.
- The inspector checked evidence of the suitability of staff working with the children and a selection of documents supporting the welfare needs of the children and for the management of the pre-school.
- The inspector spoke to staff and parents about the children's care, development and daily routines.
- The inspector sought the views of parents, family members and carers as they collected the children from pre-school.

Inspector

Tina Kelly

Full report

Information about the setting

Harebreaks Pre-school opened in 1973 and is registered on the Early Years Register. The pre-school is owned and managed by the registered provider. It operates from the North Watford Methodist Church, in north Watford, Hertfordshire. They use the main church hall, adjoining smaller hall, kitchen, cloakrooms and an enclosed area for outside play.

The pre-school is open from 9am until 12 noon and from 12.30pm until 2.45pm weekdays during term time. There are currently 27 children on roll, the pre-school provides care for children aged from two years nine months up to five years. The pre-school provides funded early years education for three- and four-year-old children. The pre-school provides support for children who speak English as an additional language.

The manager is qualified to level 3, she is supported by nine members of staff, of these seven are qualified to level 3, one to level 2 and one unqualified. The pre-school is a member of the Pre-school Learning Alliance, they receive support from the Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

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

- review how information is shared with parents about their children's developing interests linked to the planned topics to enable parents and carers in to support children's learning at home.
- review planning to show how the outside learning environment is used to promote all areas of learning.

Inspection judgements

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

Children's learning needs are well-met because staff have a good understanding of how young children learn through play. They use the Statutory framework for the Early Years Foundation Stage and supporting documents to enable them to use observations and assessments to plan effectively to promote the next steps in children's learning. The information gained from parents as children start at the pre-school, such as the 'At home I can' document is used by the key person as the basis for the initial settling-in assessment and the progress check at age two years. Termly assessments and monitoring of the

children's recently acquired skills and abilities are recorded on colour coded paper. This ensures staff, parents and other professionals can clearly identify current assessments with learning needs planned for each individual child. Parents are welcomed into the pre-school at any time as the pre-school has an open door policy. Parents are able to talk to key staff and find out about their children's progress and recently acquired skills. However, parents are not fully able to support and extend children's learning at home as they are not sufficiently well-informed about the planned themes and topics for the following weeks and terms. Posters with topics are on display but parents are not always given information and ideas for them to extend their children's interests and learning at home. This reduces the opportunity for making stronger links with their children's learning at the pre-school. It also means that they are not able to further support their children's involvement by bringing in items of interest from home that are more specifically linked to the planned activities. All children take part in rich and varied learning experiences which ensure they are well-prepared to move onto other settings, such as nursery and reception class with confidence. Children are developing the skills they need to ensure they are capable in taking part in new learning experiences and to support their future learning.

Children's choice and learning is promoted as the hall is thoughtfully laid out to support the developing learning and play needs of all children. Young children are confident in making decisions about what they want to do. The well-resourced painting activity provides children with a range of paints, stamps and brushes with colour co-ordinated handles so they can see what colours they are going to use. Staff sit nearby supporting the children's ideas and offering help when needed. Children handle the paintbrushes with great skill, they paint the print pads and their own hands making patterns on a large piece of paper. Children tell the staff when they have run out of paint, they are invited to help to lift the containers of paint from the storage cupboards. They tell the staff they want to try and can carry the paint to the table. They are fully involved in taking the lids off, lifting, tipping and filling the pots. Staff teach the children how to balance the large containers to make the paint come out, they ask them if the pots are nearly full, too full and full enough. Children's comprehension of the different measurements are fully explored by staff who give the children time to look and assess the levels of paint and ask if they need more. Children are chatty, they are keen to share their play ideas with adults, staff and each other. They are confident in making their needs known. The train set is laid out by staff, it comprises of bridges and supports that raises the tracks above the table top providing a challenging play opportunity. Children soon become focused on trying to put the trains and carriages on the track without knocking the struts and causing the track to fall to pieces. Children ask staff to help them to 'put it back on top'. Staff teach the children how to look at the connecting links, to make sure the tracks are the right way up and can be fixed on the top of the supports. They learn how to fix the track and that they need to be very careful in placing the trains and carriages so as not to move the structure and make it fall. Staff ask appropriate questions to extend their play. They ask how the trains link together and show them how the magnets work. Children are asked to consider how many, to compare the length of the different trains and to try to put all the carriages onto the track. Children keep trying to rebuild and reposition the trains. They show good concentration skill and great delight when they eventually make the train run on the track.

Access to the outside area is managed well, staff monitor the children as they play outside. The pre-school reviewed how they could ensure all children have opportunity to

play outside even if they did not have appropriate coats and outdoor wear. They now provide lightweight, waterproof coats to make sure all children can play outside regardless of poor weather. The outside area consists of two areas so children can play with equipment in the enclosed games area or play on the grass. However, the comprehensive planning within the main room is not always used as effectively to provide children who prefer to play outside with an extensive range of experiences across all areas of learning. Children's next steps and interests are not always effectively planned for to extend and promote their learning in the outdoor environment.

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

Children and their families build strong bonds and relationships with the staff at pre-school. A well-understood, open door policy enables parents to call in at any time. There is a very effective settling process, parents share information and talk with their children's key person to ensure they are fully aware of the children's previous experiences and individual needs. Children who speak English as an additional language and younger children with early language skills are supported extremely well. Staff plan and adapt activities to ensure children have time to think about what they are doing using laminated Makaton signs to support simple instructions and questions. When children have identified special needs their key worker liaises extremely closely with other supporting agencies to ensure their developmental and learning needs are identified, met and supported to a very high level. The well-being and safety of the children is of high priority. Staff manage entry and collection times extremely well. Staff speak clearly and teach the young children to listen to instructions which develops their understanding of safety within the pre-school. They are taught to be aware of the needs of others and to take care as they move around the hall. They are reminded not to walk across the floor play areas and to walk sensibly as they go outside or to the other hall. Children are awarded stars as recognition when they have been kind and helpful to reinforce positive behaviour. The well-managed day-to-day activities ensure children have the skills to move onto nursery or school with confidence. The pre-school has strong links with local early years settings, inviting teachers to visit and share in the learning experiences they provide for children in preparation for them moving on.

The pre-school has effective routines in place to teach children about a healthy lifestyle and to acquire good personal and social skills. The free-flow snack time works well and is supporting children's independence to a good level. Children find their name cards and find a place at the table. They serve their own drinks from a small water cooler. Children are asked to choose from a wide selection of fruit and healthy snack foods. They are encouraged to cut and peel the fruit with lots of praise and help from the staff. The Makaton cards are used at this time if needed to help children make decisions and reinforce 'please' and 'thank you'. Children are taught practical skills through a well-planned cooking activity. They understand they need to have clean hands before they can sit alongside a member of staff to weigh, spoon, cut and mix the ingredients for a fruit cake. Children are challenged as they attempt to scoop butter and cut cherries. They are learning how to manage tools through effective activities.

Physical and active play is planned for each day, either outside or in the adjoining hall when the weather is exceptionally bad. Children are very keen to join in the actions as a member of staff reads a popular and favourite story. They listen intently to the instructions and put great effort into re-enacting walking through the long grass, the river and mud. Staff are very good role models they all join in, moving around the hall teaching the children how to stride through imaginary water, creep through the forest and show how cold they are in the snow. Children learn how to control their bodies and move in different ways with lots of laughter. The staff clearly understand how children learn through copying actions. Children's confidence in their physical skills are developing well as they understand what is expected of them.

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

Children are safeguarded because staff are aware of the importance of monitoring and maintaining their safety and well-being at all times. Safeguarding and welfare requirements are met because robust recruitment, training and the management and appraisals of staff and monitoring of students, ensures all adults working with the children are suitable to do so. In addition, the designated member of staff for safeguarding has a clear understanding of her role and all staff have attended basic safeguarding training. Robust risk assessments and effective daily routines ensure children are cared for in a well-managed environment.

The pre-school policies and procedures are reviewed regularly and shared with staff to ensure they are fully aware of all their responsibilities to protect children. The well-qualified and experienced staff team have a good understanding of the Statutory framework for the Early Years Foundation Stage. Supporting documents are used effectively to monitor the children's learning and progress. The pre-school has an effective evaluation process in place. They use the local authority rating process to review their documents and practice. Dated action plans ensure they consistently strive to improve and evaluate the care and learning opportunities for children and the service they provide to families.

The pre-school has exceptionally good relationships with parents, carers and extended family members. Those spoken to at the time of inspection talked about how much they appreciate the links they have with their key person. They explained how their children have progressed and how they can tell them about the activities they have enjoyed when they get home. Parents really appreciate the additional help they receive when children are identified as needing additional learning support. Parents' views are sought through every day discussions, comments in the children's learning journals and a formal questionnaire. This information is used in the overall evaluation process and to ensure the pre-school continues to adapt and improve their practice and opportunities for all children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY227780
Local authority	Hertfordshire
Inspection number	877414
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	27
Name of provider	Karen Wright
Date of previous inspection	19/05/2009
Telephone number	07779207278

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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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