

# Tudor Pre-School Group

Redwood Drive, Hemel Hempstead, HERTFORDSHIRE, HP3 9ER

<b>Inspection date</b>	29/11/2013
Previous inspection date	03/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The pre-school plans a broad programme of activities which meets the learning needs of all the children. Children play happily and have many varied opportunities to learn new skills, supported by the staff team who understand how children learn through play.
- Children form close bonds with their key workers. As a result, they are happy and secure in their play and are motivated and confident learners.
- The leadership of the pre-school is strong. Effective recruitment and ongoing training ensure staff have the skills to ensure children's care, learning and progress are promoted to a good level.

### It is not yet outstanding because

- The information gained from parents, as children come into the setting is not always readily available to all staff to enable them to build on children's previous experiences and consistently link learning experiences to personal likes and interests.
- Children's do not have regular and consistent opportunities to develop their independence such as self-serving and pouring drinks at snack time.

## 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 talked to children as they played, she observed them take part in various activities, play outside and have a mid-afternoon snack. The inspector conducted a joint observation with the pre-school manager.
- 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 about the children's care, development and the daily routines.
- The inspector sought the views of parents and carers as they collected their children at the end of the day.

## Inspector

Tina Kelly

## Full report

### Information about the setting

Tudor Pre-school Group was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is a registered charity and is run by a management committee. It is situated in purpose-built premises in the grounds of Tudor Primary School in the Corner Hall area of Hemel Hempstead. There is an enclosed area for outside play. The nursery serves the local area and is accessible to all children.

The pre-school employs a pre-school leader and five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, two members of staff are working towards qualifications at level 3.

The pre-school opens Monday to Friday afternoons, term time only. Sessions are from 1.15pm until 3.30pm. An optional lunch club is provided from 11.45am until 1.15pm. There is a collection service for children attending the morning nursery session in school. Children attend for a variety of sessions. There are currently 27 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. It supports a number of children who speak English as an additional language. The pre-school is supported by the local authority Early Years Development and Childcare Partnership and it is a member of the Pre-school Learning Alliance.

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

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

- review how staff access information gained from parents to enable the pre-school to more consistently support the development and learning needs of all children
  
- promote the development of children's independence and life skills through every day routines.

### Inspection judgements

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

Children's learning needs are met as the staff have a good understanding of how children learn through play. The Statutory framework for the Early Years Foundation Stage and supporting documents are used to show the children are making good progress in all

areas of learning. A 'starter programme record' is used to assess the children's starting points to enable staff to plan for their continued learning. The pre-school is pro-active in enabling parents to support their children's learning at home. They meet with parents and provide information about the difference of learning, so parents can be involved in extending their children's learning experiences. However, some of the information gained from parents as the children start at the pre-school is not always shared effectively with the whole staff team. This reduces the opportunity for staff to share in personal experiences and to more fully support children social skills, likes and interests. For example, the 'All about me' information sheet is not always readily available for all staff, including students to enable them to build on children's previous social and learning experiences. There are comprehensive observations of children's achievements and notes in planning for the next steps in their progress in each child's learning journal. This information is used as the basis for the progress check at age two and for short term planning to extend and support children's recently acquired skills.

Children's learning is promoted as the classroom is laid out to support the developing needs of all children. There is a good mix of child and adult-led activities throughout the session, children are free to make independent choices about their play. They are confident, as they use all areas of the classroom, moving freely to take part in the planned activities and to explore and extend their own play ideas. Staff teach the children to count and match with coloured bears set out by number, colour and size. This planned adult-led activity provides challenge for the children and enables staff to promote and monitor children's counting abilities and give additional support when needed. Seasonal and cultural events are planned into the art activities. Children are taught about colour and shape as staff talk to them about the different coloured paper they use to create a Christmas collage to take home. Staff support the development of early physical skills as they teach the children to hold the glue spreaders correctly. Children learn to spread the glue and position the paper pieces in response to clear instructions. As a result, children learn how to move and handle implements as they extend their own creative ideas. All staff are involved in the singing session, teaching the children the words and actions of well-known songs and taking their wishes into account. Children are becoming confident in moving and singing in the group and staff provide appropriate support for the younger and less confident ones.

Key workers are aware of the children's individual learning needs. Activities are adapted and extended for the older children. All children have book bags to take home which enables them to share the stories they have enjoyed at pre-school with their family at home. Staff teach the children the skills they need to progress their understanding of letters and sounds with the use of laminated name cards/table mats and individual drawing books. Children practice their pencil-holding skills and begin to make patterns and write letters. Children have opportunities to take part in a wide range of play and learning experiences to support and extend all areas of learning. They are developing the skills they need to move onto nursery and school with confidence.

**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. There is an effective settling-in process and an open door policy that welcomes parents to share in their children's learning and play experiences. Young children and those who speak English as an additional language are supported well as staff work closely with families to use words and phrases to ensure children's care and learning needs are identified and met. A member of staff speaks the home language of some families so can give specific language support. The key person works with parents to record their comments in the children's learning journals and the progress check at age two years to ensure they are fully informed about their children's development.

Staff teach the children the skills they need to negotiate, share and take turns as they are clear about what is expected of all children. They receive stickers at group time in recognition of their learning achievements, good behaviour, kindness and co-operation during tidy up time. Children learn through gentle reminders to listen, to be kind and to use appropriate language at group time. When playing outside children are taught how to take turns with the sporting equipment they are asked to consider the needs of other children playing nearby.

Children know the routine of the session, they anticipate the snack time, asking staff where to sit. Individual place mats ensure any special dietary needs are met at all times. Children clearly enjoy this social time, staff sit with the children to teach them about good manners. However, staff set out the mats and cups, pour the drinks and serve the fruit and crackers. This means opportunities for children to take responsibility and make links to everyday activities are not always fully supported. Children are gaining confidence in their own personal and social skills which enables them to take part in group activities and to make independent choices about what they want to do.

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

The pre-school leader is supported by a management committee and the head teacher of the school who is the chairperson of the committee. The well-qualified and committed staff team work well together. They have high expectations of the quality of care that is provided for families. Safeguarding and child protection is of high priority and the pre-school uses the policy provided by the Pre-school Learning Alliance. They update the information regularly and give all parents a copy of the policy to ensure they are fully aware of their commitment to safeguarding all children. Effective risk assessments for the building and outside play areas are in place to manage and monitor children's safety at all times. Staff are vigilant at home time. Parents wait for their children in the foyer and a member of staff calls the children when parents have been identified. The pre-school is aware of their responsibility to ensure named adults collect children from the group to ensure children's safety at collection times.

Staff are well supported as the pre-school leader has regular appraisals and holds planning and team meetings to ensure all staff have opportunities to share their views, to arrange training and support. Staff who are working towards furthering their professional

development are supported by the senior members of staff, they use their experiences from college to evaluate and improve the learning and development of the children at pre-school. The pre-school uses the local authority rating system to review their policies and procedures. These are reviewed regularly and shared with parents and staff to ensure all those concerned are kept fully up-to-date. The 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 progress. The pre-school consistently strives to improve the care and learning opportunities for all children and the service they provide for families.

The pre-school works closely with the onsite nursery and school, liaising closely to support children as they prepare to move on. They have developed a strong working relationship with the children's centre. They provide places for children being supported by the centre, giving young children a positive start to their early years education. The pre-school has built good relationships with many families over many years. Parents spoken to at the time of the inspection explained how they valued the relationship with the staff and activities their children have taken part in. They commented on how their children's language had developed since being at the pre-school. Parents views are sought through every day discussions. All new families are encouraged to join the management committee. This enables them to have input in the overall management and running of the pre-school. A regular newsletter ensures parents are informed about any changes to the day-to-day running of the pre-school.

### **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	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

<b>Unique reference number</b>	129404
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	945226
<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>	31
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Tudor Pre-School Group Committee
<b>Date of previous inspection</b>	03/02/2012
<b>Telephone number</b>	01442 256294

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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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