

Hall Grove Community Pre-School

Care of Ludwick Family Club, Hall Grove, WELWYN GARDEN CITY, Hertfordshire, AL7 4PH

Inspection date	04/11/2013
Previous inspection date	07/11/2012

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

- Children enjoy their time at this pre-school because the quality of the staff interactions is good. Staff show a genuine interest in what children do and say. As a result, teaching is good and children are eager to learn and make good progress in their development.
- Children form secure attachments with staff who provide a safe and caring environment for them. Secure procedures are followed to ensure all those working with children are safe to do so and this means their safety is protected.
- Parents receive frequent communication about their children's care and learning. As a result, there is a continuity of care and learning between those involved in the children's care and development.
- There is a dedicated senior staff team in place. They have a clear vision for the future. Training is well supported and knowledge gained is effectively used with the children.

It is not yet outstanding because

- The organisation of snack time means that, on occasions, children's sharply focused concentration on tasks is sometimes interrupted.
- There is room to extend the use of the outdoor area so that children can make free choices about playing indoors or outside to further enhance their very good levels of independence and active 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.

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 staff's interactions with children both indoors and outdoors.
- The inspector carried out a joint observation with the manager of the outdoor learning environment.
The inspector spoke with staff and engaged in children's play. She sampled
- children's assessment documents and discussed how these are used to help children make progress in their learning and development.
The inspector checked evidence of suitability and qualifications of staff working with
- children. She discussed and viewed the improvement plan and how this is used with the self-evaluation process.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Maura Pigram

Full report

Information about the setting

Hall Grove Community Pre-School was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a committee run organisation and operates from Ludwick Family Club, which is part of the Hall Grove Community in Welwyn Garden City, Hertfordshire. The pre-school serves the local area and is accessible to all children. Children have use of one large room and there is an enclosed area available for outdoor play. The pre-school operates from Monday to Friday, term time only. Sessions are from 9am until 12 noon with children attending for a variety of sessions. A lunch club is offered from 12 noon to 1pm.

The club employs four members of staff. Of these, two hold appropriate early years qualifications at level 3. Two other staff members are working towards a level 3 qualification. There are 20 children on roll within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the organisation of snack time so that children have more time and space to concentrate on their other chosen activities

- develop further the links between the indoor and outdoor environments so that children can move freely between them in order to promote their learning even further.

Inspection judgements

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

Children are making good progress in their learning and development. This is because staff spend lots of time directly with the children during their play. They are skilled in tuning into children's interests and ideas and use these to extend children's learning. As a result, the quality of teaching is good. For example, children show an interest in a complex animal jigsaw. A staff member intervenes providing good quality interactions. The use of open ended questions means that children concentrate for long periods and complete their task. New words are introduced and the names of unknown animals are discussed. This positive interaction successfully promotes children's language, communication and

problem solving skills. Children show that they are active learners when they help themselves to the toys and equipment that interest them. Staff have organised the playroom well. For example, they have labelled storage boxes with photographs of the contents and print. This means that younger children and those with English as an additional language can see what is available for them and make independent choices in their play.

Children demonstrate that they are developing good skills to aid their readiness for school. For example, they take part in group activities both indoors and outdoors. They can independently take home books that interest them to share with their families. This supports children's early interest in reading. Children show good levels of concentration during various activities. For example, they enjoy playing at the play dough tray and they concentrate on making models of their choice. The good quality of teaching means staff introduce the concepts of numeracy and shapes into children's play. Staff ask the children open questions to help extend their thoughts and ideas. They share tools, such as, cutters, rolling pins and scissors. Children develop their small muscle skills as they attempt to use scissors while cutting the play dough. They persevere, showing good levels of concentration in trying to master the task. However, on this occasion their play is interrupted because staff remind children that it is snack time. As a result, children leave the activity and end up not achieving their initial task of developing their scissor control skills. Children have daily opportunities to engage in energetic play. Staff ensure a range of resources are available outside to promote children's overall learning. For example, they take out books and chalk boards, as well as equipment to promote children's large physical development. Children enjoy playing team ball games and riding wheeled toys. Good quality teaching means that children's physical development is promoted. In addition, children's self-esteem is promoted as they develop new skills. However, there is room to develop the link between the indoor and outdoor learning environments so that children can independently choose when they move between these spaces, to further promote their active learning.

Children can choose what they want to do from a good range of well-planned activities. Planning is flexible so that children's changing interests can be used to promote their learning. For example, staff take account of children's interests and effectively use these in their planning for the following day or week. They show a good understanding of teaching styles, such as asking extending questions to help children think and learn. Observations are regularly completed and this includes the two-year-old progress check. Parents are encouraged to contribute to their children's learning through discussions and open sessions. During these times children's achievements are discussed and ideas are shared about supporting children's ongoing learning and development. Children's learning journals are mostly shared during the open sessions or on request by the parents. Children's next steps are known and the focus is on developing children's personal, social and emotional development and language skills. Children with special educational needs and/or disabilities are well supported. For example, advice from outside agencies is sought and acted upon and this is sensitively shared with parents so that the needs of children are met. In addition, staff use sign language, time lines of the routine and props in activities. This means that positive steps are taken to ensure all children feel fully included and they are helped to make progress, according to their individual abilities.

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

The pre-school offers a welcoming environment where children are eager to see their friends and explore the environment. Children have good relationships with the staff who speak warmly about the children and show affection to them. They offer a great deal of praise and encouragement. They give additional support to the younger or less confident children, so they become self-assured and confident. As a result, children develop positive relationships with their key persons. Staff are good role models. They speak gently to children at all times helping them to develop good social skills. The pre-school is attractively decorated with children's individual artwork, displays and posters. This helps children to feel familiar and comfortable in their surroundings. The children confidently select from a wide choice of stimulating resources. They are stored at a low level and are easy for them to reach. This means that children can become confident learners and they can play independently and cooperatively alongside others.

Children are well behaved. Older children are well mannered and younger children respond well to the clear boundaries set for them. They hear gentle reminders to say 'please' and 'thank you'. The provision of popular stickers for all children further contributes to them developing good levels of self-esteem. Any slight disagreements are managed well by good quality interactions. For example, staff get down to the children's level and they use simple explanations and visual aids, such as sand-timers, when turn taking is involved. These strategies help children to manage their emotions and they learn how to be considerate to others. This contributes effectively to preparing children for the next stage in their learning, such as mixing with others when they start school. In addition, there is a close partnership with other professionals who provide advice on managing children's behaviour, as and when the need arises. Information to support children's emotional and social development is shared with parents. As a result, there is a continuity of care between the pre-school and the parents of children attending. Children's safety is promoted throughout the day. Children keep themselves and others safe by not running inside and by helping to tidy up their toys. Outdoors, staff carefully remind children about how to keep safe. For example, they talk about the need to make sure that they look to see if friends have moved away from the end of the slide before having their turn. This helps children learn about taking responsibility for their own safety and that of their friends.

Children learn good skills in self-care as they are encouraged to wash their hands before eating their nutritious snacks. Staff know children's preferences and dietary needs and they work with parents to ensure healthy meals and snacks are provided. Children are encouraged to pour their own drinks of milk or water and can choose from a selection of fruit. This promotes children's independence and good health. Staff occasionally eat with the children, encouraging good eating habits. This contributes to children developing an understanding of having a healthy lifestyle. For example, children say 'this apple is good for my teeth'. Children enjoy taking turns been the 'helper of the day'. They help prepare the fruit for snack time. This further promotes children's self-esteem. Since the last inspection children manage their personal care very well. Staff now give children time and support to manage their own coats and shoes as independently as possible. Children can

use the bathroom independently, soap and driers are easily available and simple equipment helps children wash their hands without needing supervision. This helps prepare them for future learning and there are good links with schools where children may attend so that transitions run smoothly.

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

Effective procedures are in place for safeguarding children's well-being. Safe recruitment is followed and vetting of all adults takes place to ensure they are suitable to work with children. Clear supervision by the manager and regular appraisals means that training needs are discussed and supported. Any concerns raised by staff or parents are taken seriously and time is taken to discuss the concerns. For example, meetings are organised so that the best way forward to benefit the children can be implemented. Clear inductions for new staff take place so that they are familiar with the operations of the pre-school. Staff have a good understanding of their role and responsibility to protect children. They are knowledgeable about what to do should they have any concerns regarding a child in their care. They attend regular training so that information is up to date and the safeguarding policy is regularly reviewed to ensure that it contains all necessary details.

The manager has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Monitoring of the pre-school is an ongoing process and training needs contribute to this. For example, staff tailor their training needs to support children's individual needs. They update core training regularly, such as safeguarding and first aid. This means that information and skills are up to date so that any issues related to these can be effectively managed. The manager has attended sign language training and she shares this knowledge with staff and parents so that children's communication needs can be effectively supported. As a result, all children feel valued and included in the activities offered. Staff on current childcare training programmes are enthusiastic and effectively share knowledge gained. This contributes to the good teaching and learning that takes place. Staff use their skills and experience to help children achieve according to their individual abilities. Monitoring of children's assessment and planning regularly takes place to ensure that it is effective in meeting children's needs. Views of staff, parents and children are included in the monitoring process and these are very welcome. Since the last inspection, staff have effectively focused on developing children's independent skills. This supports children's overall development.

Staff work well in partnership with parents and carers to ensure children's individual needs are met. Information is continually shared and exchanged about children's individual needs and parents are encouraged to be involved in their children's learning in a variety of ways. This includes a specific event aimed at offering a pampering session, as well as discussing children's progress. Parents spoken to during the inspection expressed positive views about the good level of care and education provided by the staff. Some have had older children who have attended the pre-school. They say that the staff are friendly and helpful and that their children enjoy coming. There is a close partnership with other agencies, such as professionals from the nearby children's centre. Training and advice are

actively sought on the best methods to support children as and when the need arises. As a result, children are well supported in their learning and development. There are no children attending who attend other provisions. However, the manager and her staff value partnership working and the impact this can have on children's welfare and learning.

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

Unique reference number	148123
Local authority	Hertfordshire
Inspection number	941454
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	20
Name of provider	Hall Grove Community Pre-School Committee
Date of previous inspection	07/11/2012
Telephone number	01707 880 890

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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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