

North Bushey Pre-school

Highwood Primary School, Bushey Mill Lane, BUSHEY, WD23 2AW

Inspection date	22/01/2014
Previous inspection date	20/03/2013

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 are happy, motivated and eager to learn. They show good levels of independence and confidently explore a stimulating, well-resourced learning environment, which successfully promotes independent learning.
- There is a strong staff team in place who work well together to ensure children's welfare and learning needs are met. The key person system is effective in developing close bonds with children.
- Children's welfare is given a high priority. Staff are very aware of safeguarding procedures. These are effectively implemented to ensure children's safety and welfare is protected and promoted at all times.
- There are effective partnerships with parents. Information about their children is regularly shared and they receive detailed information through various strategies, including daily home to setting diaries and regular discussion.

It is not yet outstanding because

- There is scope to reflect the different ways children learn by extending the use of timelines, pictures and photographs, so that younger children and those with English as an additional language are able to express their preferences and make decisions about routines and activities.
- There are further opportunities to enhance children's independence and self-care skills during lunch and snack times.

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 observed children's activities both indoors and outdoors and observed children's and staffs' interaction during their play and at mealtimes.
- The inspector carried out a joint observation with the pre-school leader of children engaged in outdoor play. The inspector also looked at a range of documentation related to children's learning and development.
- The inspector carried out a discussion with the owner and the pre-school leader. The inspector looked at and discussed a range of policies and procedures, including the partnership with parents, the safeguarding and recruitment procedures and the behaviour policy.
- The inspector checked evidence of suitability and qualifications of staff working with children. The inspector also obtained views of some parents and carers at collection time.

Inspector

Maura Pigram

Full report

Information about the setting

North Bushey Pre-school is privately owned and was registered in 2012 on the Early Years Register. It operates from a purpose-built, single-storey building set within the grounds of Highwood Primary School in Bushey, Hertfordshire. The pre-school is accessible to all children and there is an enclosed outdoor play area. There are eight members of childcare staff. Of these, five staff members hold appropriate early years qualifications at level 3. The pre-school leader holds a level 6 qualification.

North Bushey Pre-School opens Monday to Friday, during term times. Morning sessions are from 8.45am to 11.45am with a lunch club that runs until 12.25pm. Afternoon sessions are from 12.15pm to 3.15pm. Children attend for a variety of sessions. There are currently 73 children attending, who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children and supports 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:

- extend the use of timelines, dual language books, compact discs in home languages, pictures and photographs showing familiar people, events, objects and activities, so that younger children and those with English as an additional language can be further supported and express their preferences, thoughts and feelings about the activities and their play opportunities

- provide further opportunities for children to be involved in the preparation and serving of food and drinks and provide time for children to manage their own lunch boxes, so that their independence and confidence in their own abilities can be extended.

Inspection judgements

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

The pre-school offers a bright and welcoming environment. Children enjoy free flow play between the indoor and outdoor play area. They confidently move between the resources and activities provided for them. Staff know children well and have a good knowledge and understanding of the Early Years Foundation Stage. They understand that children learn best through play. As a result, children make good progress in their learning and

development. The routine is very flexible to enable children, including those who are new to the setting, to follow their own interests. As a result, they enjoy the freedom to explore and become deeply involved in activities of their choice. For example, children love the newly introduced sensory play tent. They explore interactive resources and delight in discovering how to safely operate the interactive toys. Good quality teaching takes place as staff are well-deployed. For example, staff position themselves in busy areas, such as the imaginative home areas and by the sensory play tent. They follow children's lead showing interest in everything they say and do. Children with special educational needs and/or disabilities are supported well. For example, good quality interactions, cushions and soft furnishings ensure children are able to participate fully in activities. Staff intervene as necessary and offer support and guidance as necessary so that children's thoughts are extended during their play. As a result, children problem solve as they go and play cooperatively together. For example, during imaginative play children decide to have a 'picnic at the seaside'. They organise items they need, such as a rug and play food. Good interactions from a staff member who uses open-ended questions to extend children's vocabulary and thinking. This contributes to children making connections in their learning and builds children's imaginations. Children giggle with each other and declare 'a shark is coming'. Great excitement follows, ending with lots of laughter. Books are easily available and children confidently sit in the cosy area sharing these with their friends. Good provision is made to encourage children's writing skills. For example, chinks are available indoors and outside. They enjoy making marks in media, such as corn flour mixed with water to create a paste. Older children are encouraged to write their names on their artwork. Staff take the opportunity to sound out the letters needed. This helps children make further connections in their learning.

Children demonstrate that are developing good skills to aid their readiness for school. For example, older children enjoy the group story time. They show that they are developing good levels of confidence as they choose items from the 'song bag'. A child chooses a boat which is followed by a related song. This promotes children's self-esteem as they build confidence to speak in front of others. Staff use gestures and simple language to help younger children and those with English as an additional language understand. Key words used at home by children are obtained on entry and staff use these during their day. However, staff have not consistently fully explored other ways to support some children's understanding, such as, using timelines, photographs, visual cues, dual language books, music compact discs, pictures and real life objects, so that they can make further links in their learning. Children show characteristics of effective learning when they explore 'play foam'. They concentrate for long periods of time creating models of their choice. Good interactions from staff means that children learn how to safely use tools, such as, scissors, cutters and rollers. Since the last inspection, staff have further developed the outdoor area to ensure that learning opportunities are extended. This is an ongoing project so that children can take part in a varied range of experiences both indoors and outdoors.

Planning is flexible and is in the process of been reviewed so that this is clearer for all staff and parents. Children's starting points and interests are gained on entry and are well used in the settling-in period. Home visits are organised as and when this is seen to be beneficial to children and their parents. Children are further observed and assessed and their next steps are identified and used during children's play. Further observations and assessments enable staff to work closely with parents to meet children's individual needs.

Information about children's progress is shared at parent meetings and at collection times. Parents contribute to planning through 'wow and magic moment' documents. These achievements are then discussed with children by the interested staff members. This promotes children's personal, social and emotional development. The 'progress check at age two' is carried out as and when the need arises. Staff effectively use this information to guide their good teaching and this further contributes to the close partnership with parents.

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

Children form close bonds with the attentive staff, who know children and their families well. The key person system is well-embedded and this contributes to children feeling settled. Children, who are new to the pre-school, are particularly well supported so that they feel settled and secure. For example, comforters are easily available and children are phased gently and reassure parents. Staff work closely with parents to discuss children's routines and care needs, so that individual needs are met. This means that there is an effective continuity of care and children remain settled and happy. Parents are complimentary about the bonds their children have with staff. For example, they say 'my child loves coming' and 'my child is always asking to come here'. Children are confident and happily explore the interesting play environment to actively engage in active learning.

Staff work very together and adopt a consistent approach to children's behaviour. They praise children for their achievements, however small. They help children resolve their own issues, such as slight squabbles. This promotes good levels of self-esteem and helps children to resolve their own difficulties. This contributes effectively to preparing children for the next stage in their learning, such as mixing with others when they start nursery or school. Children are helped to learn right from wrong through close supervision, calm interaction, good deployment, discussions with parents and consistent messages. Any behaviour issues causing concerns are sensitively managed and parents are involved in the process of helping children learn acceptable behaviour. Children's safety is promoted during the routine of the day. For example, they tidy up resources when they are finished playing with them. Outdoors children are able to safely negotiate space when they use their bikes. The good staff deployment ensures younger children also learn how to take responsibility for their own safety and that of their friends.

Children learn good hygiene practices through everyday routines, such as washing their hands before eating. Staff take positive steps to support children to independently manage their personal care needs. For example, they use hand gestures so that young children learn how to access the easily available soap and they remind them to dry their hands. Snack and lunch are taken in small groups. Staff assist children and encourage them to develop good eating habits, which promotes their good health. However, staff occasionally do more than necessary for older children, such as opening their lunch boxes and placing the contents on their plates. As a result, there is scope to involve children more fully in the preparation and serving of snacks and their lunch, so that their independent skills are further developed. Children's preferences and dietary needs are well known. Staff work with parents to ensure healthy meals and snacks are provided. Children benefit from fresh

air and daily exercise in the outdoor play area. They are helped to practise skills, such as jumping and hopping in a spontaneous group activity. This promotes their physical development and further promotes their self-esteem.

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

This inspection has been brought forward due to Ofsted's recent investigation of concerns regarding the safeguarding procedures, risk assessments and behaviour management. The inspection found that the provision was meeting the welfare requirements of the Statutory framework for the Early Years Foundation Stage requirements that the concerns related to. Children are safeguarded because staff are fully aware the importance of safeguarding children and the procedure to follow in the event of a child protection concern. They work closely with other professionals to ensure children's welfare is protected. They review their procedures regularly and implement and necessary additional procedures to protect children. They risk assess any concerns and outside agencies are informed of any concerns as and when necessary. Staff attend regular training, including designated safeguarding training. This ensures their knowledge is up to date. Information about safeguarding is shared with parents on registration and throughout their children's time at the pre-school. For example, parents receive a welcome pack containing information about all procedures, including staff's responsibilities towards safeguarding children. In addition, information related to safeguarding are displayed by the entrance door and on the pre-schools website. As a result, parents and carers are well-informed about the pre-schools procedures to protect children. All other policies and procedures, such as risk assessments and behaviour management, are regularly reviewed and are very detailed. Any issues are fully discussed by the whole staff team. Any changes necessary are quickly implemented so that children are as safe as possible. This contributes to the protection of children's well-being. The provider is aware in what circumstances to notify Ofsted of any significant events. Safe recruitment is followed and vetting procedures ensure adults working with children are suitable to do so. Clear monitoring and supervision by the manager and regular appraisals means that any issues and training needs are quickly discussed and supported.

The pre-school leader works closely with the provider. They have a good knowledge of the skills of all staff. As a result, staff are effectively deployed so that children's needs are met. All staff work exceptionally well together and they are a strong team. They are knowledgeable and enthusiastic, demonstrating a high level of commitment to further training. The pre-school has appropriately trained staff advising and supporting other practitioners in the pre-school on how to effectively support children with special educational needs and/or disabilities. Advice is also sought from other professionals, such as those at the nearby children's centre, so that individual needs are met. The pre-school leader is passionate about providing the best possible experience to children. She is keen to develop the pre-school further. For example, along with staff she is consistently working towards developing the outdoor area, so that this is space is beneficial to children's learning. There is an action plan in place to support this which is regularly

reviewed to ensure it is beneficial to children. Staff have recently attended training related to the use of sounds and letters. Following this they ensure they place a greater emphasis on using various sounds throughout children's play. This has a positive impact on children's learning and development. The pre-school leader carries out ongoing monitoring of children's assessments and planning systems to ensure children's needs are met. She seeks advice as and when necessary from Local Authority professionals. New ideas are implemented and monitored to ensure these are beneficial to children. The overall monitoring of the nursery is an ongoing process and views on children, parents and staff are included in the process.

Staff work well in partnership with parents and carers to ensure children's individual needs are met. Parents are well-informed about the procedures and the day-to-day operations of the pre-school before their children start. Policies and procedures are easily available and discussed with parents, so that they understand the pre-schools procedures, including the safeguarding procedures. In addition, newsletters and information on the website keep parents informed about the pre-schools practice. Information is continually shared and exchanged about children's care through discussions and the sharing of children's developmental records. Parents' views are welcome and any concerns raised are taken seriously and fully investigated, so that they can be reassured and their views accommodated. Parents are complimentary of the pre-school and the progress their children are making. Partnerships with other providers where children may attend are good. For example, planning information is provided to childminders, so that they can further support children's learning. The pre-school is situated within the grounds of a primary school. There is a very close working relationship between the two, so that children moving onto this school are well supported. For example, proposed teachers are invited to see children at play and children visit the school to see their new classroom prior to their move. Since the last inspection, the pre-school leader and the provider have developed links with schools other than the one on site. This contributes to smooth transitions in the next stage of children's learning.

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	EY443089
Local authority	Hertfordshire
Inspection number	951516
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	73
Name of provider	Sarah Louise Purser
Date of previous inspection	20/03/2013
Telephone number	0783 4081455

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

