

Precious Play Days

Trinity Methodist Church, Whippendell Road, WATFORD, WD18 7NN

Inspection date

Previous inspection date

18/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children take part in a varied range of activities. Staff use sound teaching skills to help children make appropriate progress in their learning and development.
- Staff strive to develop positive partnerships with parents and any other professionals involved in children's care and learning.
- Staff help to keep children protected from harm because they have a good knowledge of safeguarding procedures to follow should they be concerned about a child.
- The owner and her staff have a clear vision for the pre-school. They work well together to create a welcoming environment for children. As a result, they are keen to explore the resources set out for them.

It is not yet good because

- There are few resources available for children to develop their physical skills, to independently develop good control and coordination in large movements. Therefore, teaching in this area is not as strong as it could be.
- Staff do not consistently use visual aids, timelines, photographs and real objects during activities so that younger children and those with English as an additional language are able to express their preferences and make decisions.
- Procedures to ensure parents are fully involved in sharing information from home are not sufficiently robust to make sure all relevant information is available to use in planning for 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff's interactions during mealtimes, indoors and outside.
- The inspector carried out a joint observation with the owner. She also checked evidence of qualifications and suitability for all adults working at the pre-school.
- The inspector looked at relevant documentation including children's records, planning, observations and assessment records. She also looked at a range of policies and procedures.
- The inspector took into account the views of parents spoken to during the inspection.

Inspector

Maura Pigram

Full report

Information about the setting

Precious Play Days pre-school was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a church hall and annex rooms in West Watford, Hertfordshire. The nursery is one of two provisions managed by the provider. The pre-school serves the local area and is accessible to all children. There is an enclosed area for outdoor play. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. One staff member has a level 2 qualification in early years. The pre-school opens Monday to Thursday during term time only. Sessions are from 9am to 12 noon and from 12.30pm to 3.30pm. A lunch club is provided from 12 noon to 12.30pm. Children attend for a variety of sessions. There are currently 45 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 and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide further opportunities for children to develop their physical skills, for example, by providing more resources indoors and outdoors that encourage children's coordination, control and movement in physical activities.

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

- build further on the support for younger children and those with English as an additional language to express their preferences, thoughts and feelings about the activities and their play opportunities, for example, through the use of props during story sessions, and the use of timelines, pictures and photographs showing familiar events, objects and activities
- strengthen opportunities for parents to contribute more information about what children do at home and use this shared knowledge to plan together and think through ideas of how to move children even further forward in their learning.

Inspection judgements

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

Staff have a secure understanding of learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They work well together to plan a varied range of experiences for children to support their learning. Observation and assessment systems have recently been reviewed with some positive impact. For example, with effective use of technology staff are easily able to identify children's next steps in their learning. Information about starting points is gained on entry and children's interests are discussed with parents so that these can be used in the settling-in process. Key words used by children are obtained on entry and staff refer to these during the day. Regular observations are undertaken by staff and are recorded in children's profiles. Children's learning and development is shared with parents through discussions and interactive devices, such as mobile phones. Many of the parents express how happy they are with this arrangement as they can have instant access to information about their child's achievements. Some parents are starting to make their own observations of children at home and this is beginning to be used in planning. However, there is scope to build on the strategies to strengthen all parents' involvement in their children's learning. For example, by obtaining information from all parents about what children have been doing at home to further support the learning process.

Children demonstrate that they are active learners when they help themselves to the newly introduced building blocks. They have great fun creating various models, such as robots. They problem solve as they go and are helped to negotiate turn taking. This contributes to them gaining some of the skills they need as they move on their learning. Staff skilfully introduces new words to children so that they are introduced to size and shape. The concept of measuring themselves against the robot further supports children's numeracy skills. Children are supported in recognising the letters of their name using phonic sounds and card games. Pens and pencils are easily available to help children develop early writing skills. They are encouraged to recognise their names through the use of name cards and the list of names used at snack time. As a result, children are developing skills to aid their readiness for the next stage in their learning and their move to school. Children particularly enjoy playing matching card games. This is well supported by staff members to develop their communication skills. Lots of praise takes place so that children develop good levels of self-esteem. Staff support children's communication and language skills, including those learning English as an additional language and children with special educational needs and/or disabilities. For example, they ensure dual language books are available and read stories spontaneously. In addition, they play ring games, sing songs and rhymes. Children enjoy these times and actively join in with the ring games. Children with special educational needs and/or disabilities are well supported so that they too can be involved in the activity. Staff use gestures, simple language and some picture cards to help children with special educational needs and/or disabilities and children who speak English as an additional language to understand. However, staff have not consistently fully explored other ways to support children. For example, by using visual cues during story and song sessions, timelines, photographs, pictures and real-life objects so that they can make further links in their learning.

Staff work hard to create a welcoming play environment for the children. The indoor play areas are well organised and provide opportunities to support children's learning. For example, play areas, such as the home area and exploration areas, are well resourced. As a result, children confidently play, move freely and concentrate on tasks for long periods

of time. In particular, children successfully develop the skill of using scissors during craft activities. They confidently use glue spreaders and their art work is displayed or taken home to share with their families. This supports children's self-esteem. Children play outside on a daily basis and enjoy popular running games. Indoors, children enjoy adult-led activities, such as an obstacle course. They take turns and cheer each other on during the task. However, resources to further support children's physical development in coordination and movement are not yet available at this setting. This means that teaching in children's emerging physical development is not as supportive as it could be. Consequently, opportunities to boost children's confidence in this aspect of development are not as strong as they could be to further aid children's learning.

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

Children enjoy warm relationships with the staff and show that they feel settled and secure as a result. They happily explore and investigate and are happy to have a go at activities. This demonstrates that they have a positive approach to learning. A key person system is well embedded and information about children is effectively shared amongst the staff. New children are helped to feel secure and a flexible settling-in system ensures continuity of care between parents and the staff. Information is gathered on registration about children's welfare. All care needs are discussed with parents including dietary and any medical needs, which are effectively supported.

Staff work well together and adopt a consistent approach to children's behaviour. They are good role models and help children to consider the feelings of others during their play. This contributes effectively to preparing children for the next stage in their learning, such as mixing with others when they start school. Praise is given for all tasks, such as taking turns during games. This further promotes children's self-esteem. Children's understanding of safety is promoted at all times and in particular when using the stairs to play physical games in the room upstairs. Children happily take on responsibility during the sessions. For example, they tidy away toys before carrying out ring games so that they have clear space to play. This contributes to children learning about taking responsibility for their own safety and that of their friends. Road safety is promoted during walks within the local community. As a result, children learn how to keep safe when outdoors. Toys and resources are checked regularly to ensure they are in good condition for the children.

Children learn good hygiene practices through everyday routines. For example, they know where to find tissues and they are reminded to wash their hands before snack time. This means that staff take some positive steps to support children to independently manage their personal care needs. Staff know children's preferences and dietary needs and they work with parents to ensure healthy lunches are provided. Nutritious snacks are provided and are available throughout the sessions. These include fruit and vegetables and children's individual dietary needs are met. Children serve themselves and pour their own drinks. This contributes to promoting children's independence and helps them to make decisions about when they are hungry or thirsty. There are good links with nearby schools that children may attend so that when the time comes to move on, things run smoothly.

The effectiveness of the leadership and management of the early years

provision

The owner and her staff have a clear understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage to ensure children's welfare is protected. They have a clear understanding of safeguarding children procedures and attend relevant training. They are aware of their responsibilities and how the procedures to follow if they have any concerns about children in their care. Safe recruitment procedures ensure all those working with children are safe to do so. Suitable induction procedures are in place so that new staff understand their role and responsibilities regarding their conduct and are familiar with the policies and procedures. The manager carries out regular discussions, appraisals and clear supervision means that targets for development are identified and supported. Staff attend relevant training and have recently completed training related to the 'role of the adult' and 'letters and sounds'. Following this they ensured books are available in all areas. This has a positive impact on children's learning and development. Ratios are always maintained. The owner is currently in the process of recruiting additional staff so that more adults are available to support children's learning and development. Collection and arrival times are well managed so that children are kept safe. Daily risk assessments are completed to ensure all areas are clean and suitable for children. Most staff have completed relevant first-aid training so that any accidents can be quickly managed.

This is the first inspection since registration. The owner and manager have a good knowledge of the skills of their staff and they are effectively deployed so that children's needs are met. The manager and her deputy work well together and along with the owner have a clear vision for the pre-school. For example, they are consistently working towards developing the outdoor area so that this small space is maximised to support children's learning. The pre-school works closely with the professionals from the local authority so that continuous improvements are made to benefit the children. The owner and manager monitor children's assessment and planning to ensure their needs are well known. The self-evaluation is in the early stages of development. The owner values reflecting on practice and implementing changes to improve outcomes for children. Ideas for development are regularly shared within the staff team. They have identified areas to develop, such as increasing opportunities for children to play outdoors. The owner knows to include all staff, parents and children's views in the self-evaluation process.

Parents state that they are very happy with their children's progress and say that their children 'want to come on days that they do not attend'. They receive daily verbal feedback and regular newsletters. There are effective relationships with other professionals who offer support and guidance as and when the need arises. The provider works closely with teachers from some of the local schools. For example, she invites teachers to visit the pre-school so that they can meet the children moving to school. This contributes to smooth transitions when children move to school.

The Childcare Register

The requirements for the compulsory 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	EY463058
Local authority	Hertfordshire
Inspection number	960684
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	45
Name of provider	Lianne Mary Pamela Maltman
Date of previous inspection	not applicable
Telephone number	07852327302

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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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