

Aycliffe Drive Pre-school

Aycliffe Drive JMI School, Aycliffe Drive, Grovehill, HEMEL HEMPSTEAD, Hertfordshire, HP2 6LJ

Inspection date	02/05/2014
Previous inspection date	12/09/2011

The quality and standards of the early years provision	This inspection:	
	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

- Staff maintain robust assessment and planning for individual children. Activities planned for children incorporate their individual needs and interests well.
- Children participate well in activities that are interesting and challenging. They benefit from the good balance of child-initiated and direct teaching opportunities.
- Children are happy and confident at the pre-school. The pre-school works closely with parents. Staff promote home visits and offer flexible settling-in sessions to support children's emotional well-being.
- Staff have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They are aware of the steps to take to keep themselves and the children safe.

It is not yet outstanding because

- There is scope to enhance the existing planning for children attending different settings. The educational programme does not fully consider information gathered from other settings to plan for those children at the pre-school and maximise their progress.
- The strategy in place to support children with English as an additional language is not fully robust. There is capacity to expand strategies to ensure children with English as an additional language even better supported in their home language.

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 activities and interacted with staff and children throughout the inspection.
- The inspector held a meeting with the pre-school manager and completed a joint observation.
- The inspector had a tour of the premises and outdoor play area.
- The inspector looked at children's assessment records, planning and a range of other documentation, including the policies and procedures.
- The inspector took account of the view of parents spoken to on the day of the inspection.

Inspector

Karina Hemerling

Full report

Information about the setting

Aycliffe Drive Pre-school opened in 1978 it has operated since 2010 in a purpose-built unit attached to the nursery building at Aycliffe Drive JMI School in Hemel Hempstead, Hertfordshire. The pre-school has a fully enclosed outdoor area for children. The setting is open Monday to Wednesday from 8.45am to 3.15pm and Thursday to Friday from 8.45am to 11.45am, term time only. There are currently 48 children on roll in the early years age group and children attend for a variety of sessions. The pre-school is accessible to the whole community and receives funding for two-, three- and four-year-old children. The setting supports children with English as an additional language. The pre-school is registered on the Early Years Register. There are seven members of staff working directly with the children. All staff have appropriate early years qualifications, six at level 3 and one at level 2. The setting receives support from the local authority and 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:

- enhance strategies to support children with English as an additional language by expanding the use of their home language in the pre-school

- enhance the existing partnership between the pre-school and other settings where children attend to ensure relevant information is used more effectively so children can further benefit from the continuous support to maximise their learning and development while at the pre-school.

Inspection judgements

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

The pre-school promotes the learning and development requirements of the Statutory framework for the Early Years Foundation Stage well. Parents and key staff identify the starting points of children's learning and development in partnership. The information is effectively used by key staff to plan children's initial experiences at the setting. Staff observe children's skills during their time at the pre-school and effectively identify their next steps of learning. Children are well supported in their development because their skills are routinely assessed by their key person. Consequently, activities are purposefully planned to meet the educational needs and interests of children. For example, during a focused activity, planned to teach children to count and recognise written numbers, staff request that children collect the right number of counters to match the number cards on the table. Children tell staff about their favourite colours while exploring counters. They are encouraged to find the right number of counters in their favourite colour. Children

engage well in activities and their individual interests are effectively incorporated in discussions and teaching opportunities. For example, children are currently interested in the train and tracks. Staff effectively use children's interests to plan opportunities for them to learn through play. Staff and children play with trains together; they discuss colours, shapes and sizes of trains. Staff teach children positional language as children build the tracks under the toy unit. The pre-school cares for children with English as an additional language and children are well supported by their key person, settling well at the pre-school. However, there is scope to enhance the current practice by supporting even further children's early transitions and their learning of English by incorporating children's home language more effectively in the pre-school routines and educational programmes. All children are supported in their learning and development and progress well.

Teaching is good because staff effectively engage children in learning new skills. They provide children with a variety of interesting and challenging activities with depth and breadth across the seven areas of learning. Staff effectively record and evaluate activities to ensure these benefit children's learning and expand their interests. The pre-school is especially good at supporting children to learn and use new vocabulary. For example, staff plan activities for children to learn about the life cycle of frogs. They collect tadpoles from the pond with the children and observe them in the classroom. Staff create an interest table where the aquarium with the tadpoles is placed. Children are provided with different books about the topic and a variety of realistic toys to explore. Older children benefit from the wide variety of direct teaching activities planned for them. For example, children are effectively supported in learning mathematical concepts during a fingerprint activity to create their own tadpoles. They count their fingers and how many tadpoles they make. Staff encourage children to count how many tails they need to draw for their tadpoles. Children benefit from the freely chosen opportunities to access the outdoor area and staff provide children with good opportunities to develop their physical skills while teaching them. For example, children enjoy aiming beanbags into a bucket. Staff encourage children to describe the colour and shape of the beanbags they play with. Children are encouraged to recognise the written numbers on the beanbags and how many they have aimed into the bucket. Staff effectively plan for children's outside experiences to ensure teaching and learning continue outdoors. For example, children make use of an area of the local school where aspects of forest schools are promoted.

The pre-school maintains good partnerships with parents in regards to children's learning and development. Staff routinely share with parents aspects of the educational programmes through newsletters and routine discussions. Parents are encouraged to participate in open days and to look through their children's individual planning folders with their child's key person. Parents feel informed of their children's learning and development at the pre-school. Children learn important skills to ensure their readiness for school. For example, they independently get ready to play outdoors when they hear the instructions from staff. Staff effectively communicate with children using open-ended questions. Consequently, children learn to use language to communicate their ideas. Children are great listeners and communicators. During group discussion they are eager to participate and share their ideas and thoughts.

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

The pre-school provides children and parents with a very welcoming environment. The pre-school promotes home visits and key staff meet children and parents in their home environment. The pre-school offers flexible settling-in sessions to ensure children's emotional well-being is supported in the early days at the setting. Children enter the pre-school room and greet staff and peers, then select with enthusiasm activities to participate in. Children are comfortable and happy at the pre-school. They have created strong bonds with peers and staff. Staff are good role models for children and often praise their achievements. Children are confident and explore all areas available to them. For example, they freely access the garden, use the toilet facilities and sit in the quiet room to enjoy writing or reading. Children behave well and have a good understanding of the pre-school rules which they learn during group discussions. For example, children learn to respect each other, to take turns and to listen to their peers. They learn to tidy up after playing and to look after toys and equipment. Staff are very attentive to children and effectively deploy themselves to ensure children are safe to enjoy their time at the pre-school. Children learn to take risks and about personal safety while collecting tadpoles with staff from the pond and experimenting balancing on logs of different sizes. The pre-school has a robust procedure in place to ensure children are supported during the transition to school. The key person visits the school with the child and shares the planning folders with teachers to ensure children's progress is continued at school.

Children learn to be healthy. Staff provide children with healthy options during snack time. Children's independence is promoted during meal times. They independently choose the colours of their plates and cups. Children self-serve their favourite snacks. They choose and pour drinks into their cups. Children are very good at listening to the instructions staff give them. For example, staff tell the children that only girls wearing red jumpers must go wash their hands, then only boys wearing black shoes. Children enjoy the activity. They think and solve problems while waiting for their turn. Children benefit from the opportunities they have to experience different weathers and landscapes outdoors. They learn the importance of moving their bodies and keeping fit. Children dance, play hopscotch, play ball games and build with blocks while playing outside. They have daily opportunities to play outdoors and to enjoy fresh air. The learning environment allows children to start their own play independently. Children access resources, activities and play cooperatively with peers. The pre-school is well resourced and provides children with a variety of opportunities to extend their imagination during play. The pre-school effectively adapts activities and the layout of the room to meet the needs of different age groups of children who attend the setting.

The pre-school has a good partnership with parents in relation to children's care needs and routines. Staff gather information about children's dietary requirements, likes and dislikes to ensure the pre-school supports the individual needs in practice. Parents often complete the '10 things about me' form to ensure the setting has up-to-date information about children's care routines. Parents receive daily verbal feedback from staff at the end of the session. They are informed of their children's well-being and of activities they especially enjoyed at pre-school.

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

All staff have a good understanding of their roles and responsibilities under the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. There are robust procedures in place to ensure staff are suitable to work with children. Staff are effectively made aware of the safeguarding procedures and about the steps to take if concerned about children and adults involved with the setting. The pre-school has good procedures in place to risk assess the provision in order to ensure children are able to explore the environment safely. All staff participated in safeguarding and child protection training and are very confident in their knowledge on detecting, recording and referring issues that might arise. The pre-school committee members participate in the management of the pre-school. They maintain regular meetings with staff and parents to ensure the pre-school practice reflects the needs of children attending the setting. The pre-school has highly trained designated people for safeguarding, behaviour and special educational needs and/or disabilities. Children benefit from the secure environment created for them to learn and develop their skills according to their individualities.

The manager monitors the comprehensive assessment and planning procedures in place to ensure the educational programme meets the needs of children. She has a good understanding of the needs of children attending the pre-school. She is currently implementing a tracking system to monitor children's achievements. Staff often participate in training opportunities to learn new skills in order to contribute to the routine practice and educational programme promoted at the setting. For example, since new children with English as an additional language started at the pre-school, staff participated in training to learn new strategies to support children in learning English. Staff benefit from regular staff meetings, supervisions and appraisals. They have good opportunities to reflect on their practice with leaders and as a team. Staff share aspects of their planning for individual children to ensure they are all able to support and provide learning opportunities for all children attending the pre-school.

The pre-school maintains well-recorded documentation and all staff display good understanding of the documentation in place. Parents receive a prospectus booklet with outlines of policies and procedures so they understand the pre-school's commitment in offering children with high standards of care and education. Parents are routinely consulted through questionnaires and during verbal discussions with the staff and the manager. The pre-school has good strategies in place to reflect on and evaluate the practice. Staff and parents contribute to the monitoring of the quality of services the setting provides. The setting effectively completes and reviews the Ofsted self-evaluation form to celebrate practice and to set relevant targets to enhance the experiences of children at the pre-school. The pre-school cares for children who attend different early years settings and staff maintain regular discussions with these settings to ensure activities provided for children meet their educational needs. However, there is scope to better record the next steps of those children to ensure activities provided for them at the pre-school fully support their development and learning needs.

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	129314
Local authority	Hertfordshire
Inspection number	870982
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	23
Number of children on roll	48
Name of provider	Aycliffe Drive Pre-School Committee
Date of previous inspection	12/09/2011
Telephone number	01442 404012

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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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