

New Road Pre-School

Croxley Methodist Church, New Road, Croxley Green, Herts, WD3 3EP

Inspection date

21/05/2014

Previous inspection date

04/03/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 quality of teaching is good. Children play happily as they have many interesting and varied opportunities to learn new skills. They are supported by practitioners who have a good understanding of how children learn through play. Consequently, children make good progress in relation to their starting points.
- Children form close bonds with their key person and the whole staff team. Well-established links with parents, families and carers ensure the individual care and learning needs of children are effectively planned for. As a result, children are keen and active learners.
- The leadership and management of the pre-school is strong. Robust recruitment and safeguarding procedures, regular appraisals and ongoing professional development ensure all adults working with the children are suitable to do so and that children are kept safe.

It is not yet outstanding because

- There is scope to review the planning for the learning and play opportunities of the outside play area, in order to further promote all areas of learning, to support younger children's learning experiences and to reflect children's different learning styles.

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

- Due to the pre-school photographic session being booked for this day, the inspection took place in the outside play area.
- The inspector spoke to children, watched them play and have their snack.
- The inspector looked at a selection of documents in relation to the children's achievements and how the pre-school plans for children's individual progress.
- The inspector checked the suitability and qualifications of practitioners working with the children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the manager and sought the views of practitioners and parents at appropriate times throughout the inspection.

Inspector

Tina Kelly

Full report

Information about the setting

New Road Pre-school was registered in 2003 on the Early Years Register. The pre-school operates from the main hall and adjoining rooms in the New Road Methodist Church, in Croxley Green, in Hertfordshire. There is an enclosed area for outside play. The registered provider is involved in the running of the pre-school. She is supported by a manager who holds a degree in early years education and five members of staff who hold qualifications at level 3. The pre-school is open four mornings a week from Monday to Thursday term time only. Sessions are between 9am and 12 noon with an optional lunch club until 1pm. There are currently 26 children on roll who attend for a variety of sessions. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school is in receipt of funding for two-, three-, and four-year-old children. The pre-school receives support from the local authority early years development team and is working towards the Pre-school Learning Alliance 'Quality Improvement Scheme'.

What the setting needs to do to improve further

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

- review the planning for the learning and play opportunities in the outside play area to promote all areas of learning in order to fully reflect the different ages and learning styles of the children who attend.

Inspection judgements

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

Children make good progress in relation to their starting points as they learn through a broad and diverse programme of activities and learning opportunities. The quality of teaching is good because all practitioners at the pre-school demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. There is an effective settling-in process and families share information about their children's likes and learning needs. A communications book is used to share children's learning with parents. This enables practitioners to extend children's learning by building on experiences from home. The progress check for children aged between two and three years is carried out, and a written summary is shared with parents to enable them to support children's developing skills at home. Continuous and detailed assessments of children's achievements are used as the basis for planning which extends and develops children's learning effectively. The planning shows activities are adapted for the younger children and extended for the older and more able children. These records are used alongside the local authority cohort tracking system. This ensures all children make consistent progress and any gaps in their learning are identified, and the next steps in their learning are tailored to meet their individual needs. However, although the areas of

learning are supported well within the pre-school, the planning and provision in the outdoor learning environment is not always effectively planned for. For example, on the day of the inspection, the whole session was run outside and at times, children lacked the resources for them to fully explore and extend their play. The well planned theme of insects and mini-beasts was not effectively provided for in the outside play area. Photographs and observations in children's learning journals show they enjoy taking part in a wide range of play and learning experiences which promote all areas of learning well.

Well-planned themes and topics support children's learning and understanding of the wider world. Practitioners support and extend their communication and language skills to a very good level. They use the 'Every child a talker' initiative to monitor, support and develop children's language and conversation skills. This is particularly relevant for younger children, those who speak English as an additional language and children with special educational needs and/or disabilities. Practitioners use familiar words from home to support children in settling-in to the pre-school routines. Pictorial signs, hand gestures and resources, such as small recording devices, ensure children benefit from various styles of communication to support their language and learning. Name cards are used for children to self-register when they arrive at the pre-school. Consequently, children are becoming familiar with letters and sounds that are linked to their names, which supports early writing skills.

Children are encouraged to 'have a go' at activities, choosing their own way of doing things. They enjoy a simple, but fun activity, of painting water onto a wall. They use suitable resources that they manage well. They lift and move the tubs of water and use paintbrushes with great skill. Children play alongside each other, watching and copying other children and members of staff. Children make their needs known by asking practitioners for more water. They help to lift and manoeuvre the large watering can to fill up their tubs. Children are curious and active learners and they can tell the practitioners the tub is full. One child asked what the watering can was called. Practitioners give clear answers and demonstrate how it is used to water plants. Children are supported by experienced and skilled practitioners. They teach children to think about what they are doing and to make decisions about what they want to do. Flexible routines support children in making choices and accessing toys that are appropriate to their ages and stages of development. Children are developing the skills they need to ensure they are capable and confident to take part in new experiences. This supports their future learning at other early years settings, such as nursery and Reception Class.

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

Children form strong bonds with their key person and the other members of staff. All practitioners are vigilant in regard to the needs of the two-year-old children and children who are new to the pre-school. A chart with the ages of the children is on display for practitioners. This enables them to plan effectively and adapt activities to ensure the younger children, those who speak English as an additional language and children with special educational needs and/or disabilities are given high priority. Information gained from parents and strong links with the children centre support worker for two-year-old

children, helps to ensure children's individual care and learning needs are recognised and met to a good level. Children are supported as they come into the pre-school and as they move onto nursery or Reception Class. During the summer term, a transition pack, organised by the children's centre, is used to help children feel confident as they get ready to move on. Teachers are invited to visit the pre-school to meet the children and share in some of their play and learning experiences.

Children are developing good social skills. Practitioners teach children how to listen and to be attentive. They gain children's attention before giving clear explanations about what is happening next. For example, children are called together to help to tidy away toys in the garden at the end of the session. This builds on their understanding of managing their own environment and how to manage risk safely. Children are cooperative, helping each other and they are keen to follow simple instructions as they roll up mats, carry toys and follow the directions from practitioners. Children are well behaved because practitioners are very aware of their individual needs and give them clear boundaries and guidance. Practitioners are good role models. They ask children for help which supports their understanding of sharing responsibilities and good behaviour. Practitioners remind children about the simple rules that are in place to keep them safe, for example, when using the ride-on cars and bikes in the garden. Children are becoming aware of how their actions have an impact on other children playing nearby.

Practitioners consistently teach children the importance of a healthy diet and good personal care, through discussion and good daily routines. Practitioners are alert to the children who are wearing nappies and ensure suitable hygiene routines are implemented. Children learn about a healthy diet through topics and a well-managed snack time. Practitioners ask parents to supply the food for snack and use this opportunity to promote their awareness of healthy choices. Parents are becoming aware of how fruit and low sugar snack foods supports children's development. Children are developing the social and emotional skills they need to move on to other early years settings with confidence.

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

The registered provider is involved in the day-to-day running of the pre-school. All practitioners have a strong commitment to maintaining the requirements of the Early Years Foundation Stage. Robust recruitment procedures, regular practitioner appraisals and ongoing professional development help to ensure all adults working with the children are suitable to do so. Children are further safeguarded because the registered provider and the whole practitioner team have a good understanding of the Local Safeguarding Children Board code of practice. This ensures appropriate action is taken if there are concerns about children. Children's well-being is further promoted as there are effective risk assessments in place to monitor and manage their overall safety.

The pre-school has a strong commitment to continuous improvement. The practitioner team work well together. Regular team meetings and attendance at local early years cluster groups, demonstrates the pre-school's commitment to improving the service they

provide for children and families. The recommendations at the last inspection have been addressed, which has improved the learning opportunities for all children. All practitioners hold an appropriate early years qualifications. They use their knowledge effectively in their teaching and in planning for children's progress. The pre-school is working towards the quality improvement scheme through the Pre-school Learning Alliance. They recently had a funding audit by Hertfordshire county council, which shows they maintain excellent policies and records in relation to the early years funding they receive from the Government. The pre-school are approved to provide student places for Hertfordshire Careers Service. A detailed evaluation process, includes input from practitioners, parents, carers, children, local children services and supporting agencies.

Partnership with parents is strong. The pre-school communicates very effectively with parents through email and a secure social networking site. Parents are kept well-informed and they can share information from home at any time. There are strong links to the children's centre early years team and parents are well-supported when their children join the pre-school. An effective questionnaire show parents are involved in the process for continuous improvement. Notes are made of the parents comments. These are taken to team meetings and practice is adapted and changed to help ensure parents views are heard and acted upon.

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	EY241948
Local authority	Hertfordshire
Inspection number	870744
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	26
Name of provider	Maria June Evans - Smith
Date of previous inspection	04/03/2010
Telephone number	01923 770703

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

