

Radwinter Pre School

The Village Hall, Hempstead Village Hall, HEMPSTEAD, Essex, CB10 2PD

Inspection date	08/07/2014
Previous inspection date	29/03/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Staff create a nurturing environment where children settle, become increasingly confident and develop strong friendships with each other and with adults.
- Children are protected because staff are knowledgeable about safeguarding and consistently monitor children's well-being. Appropriate checks are carried out for all staff.
- Children are active and inquisitive learners because staff provide children with a wide range of interesting experiences, based on their interests. Therefore most children generally make good progress in their learning.

It is not yet good because

- The provider has failed to notify Ofsted of a change of committee members. This is a breach of requirements and compromises children's safety.
- Staff do not consistently assess children's level of development. This means that learning experiences are not always fully matched to children's individual needs, in order to support them in making the best progress possible.
- There is room to extend the effectiveness of self-evaluation to make sure that all required areas of learning are monitored in order to provide a focus for planned priorities that enhances children's achievements.
- The manager does not always effectively share the groups detailed policies with parents to keep them well- informed of procedures.

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 activities in the main hall and outdoor area and talked with the staff, children and committee members.
- The inspector conducted a joint observation with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed the providers hardcopy self-evaluation form.

Inspector

Lorraine Pike

Full report

Information about the setting

Radwinter Pre School opened in 1979 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from the main room in the village hall of Hempstead in Essex. The group is managed by a voluntary management committee made up of parents and other individuals. It serves the local area and has strong links with the local school. Children have the use of a main hall and toilets with hand washing facilities. There is an enclosed area available for outdoor play. The group opens Monday and Thursday 9.15am until 3pm and Tuesday 9.15am until 1pm during school term times. There are currently eight children in the early years age range on roll. The group provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language. There are three staff, including the manager employed to work with the children, two of whom hold an appropriate childcare qualification at level 3. The manager holds a qualification at level 5. The group receives support from the local authority.

What the setting needs to do to improve further

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

- increase the frequency of assessment, to ensure that children's current stage of development is effectively identified and use this to plan activities that securely meet their individual needs.

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

- develop self-evaluation systems in order to drive improvement of the monitoring of educational programmes, for example, ensure that all required aspects of learning are fully covered and implement a targeted action plan to further support children's progress
- develop parents' awareness of the group's policies, for example, by making them easily available and keeping them updated so parents are well informed of the pre-school's procedures.

Inspection judgements

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

Staff have a sufficient knowledge of the learning and development requirements of the Early Years Foundation Stage. They use this information reasonably well to teach children

and support their learning and development. Staff understand the importance of carrying out the progress check for children between the ages of two and three years in order to identify and address any additional support needs they may have. They complete ongoing observations of children at play and a detailed transition report assessing their stage of learning and development when they leave the group. However, a weakness in assessment means staff do not always securely identify each child's next steps in learning from their observations. As a consequence, planning is not effectively informed to ensure that children are consistently challenged to make the best possible progress. Children are provided with a good range of resources and activities based on their interests. Educational posters and interactive displays in both the indoor and outdoor environment provide a stimulating backdrop for learning. Staff encourage children to freely explore their surroundings and discover new things. Children enjoy leading their own play and take part in adult-led activities. Staff provide them with ample time to speculate and test ideas through trial and error. As a result, children are active learners because they persist at an activity as they enjoy meeting their own challenges. For example, children discover different ways of sliding their toy cars down a long plastic ramp. Their personal, social and emotional development is enhanced as they take it in turns to make predictions, test their ideas and take account of each other's suggestions. They position one end of the ramp on the chair to make their cars slide faster. They discover that this is not successful as it keeps sliding off. They work well together to find ways to solve this problem by re-positioning the ramp onto a raised box. Consequently, children develop good relationships with each other as they play cooperatively.

Group activities provide children with valuable opportunities to develop their communication and language skills. They confidently sing familiar songs and are eager to recall and share their recent experiences. Staff are genuinely interested in what children have to say, therefore, children use complex sentences and talk in detail about the fast bikes they saw with their parents as the 'Tour de France' race passed through the village. Staff use this opportunity to support children's understanding of the world. For example, they explain how the bikes have travelled from a different country and how the riders have cycled many miles in the hope of winning an important race. Children's curiosity is stimulated and staff ensure that they have further opportunities to ask questions and recreate their experiences. Staff provide a range of craft materials to enable children to draw the bikes they saw and talk in detail about the colours and unique shape of some of the bikes. As a result, children use tools and techniques to explore and recall their first hand experiences. Staff teach children the early stages of reading, for instance, they have created appealing song bags for familiar songs. Staff are animated and use intonation in their voice as they invite children to select a toy animal from the bag. They encourage children to think about the letter and sound each animal begins with and incorporate it into the song. Children are consistently praised for 'having a go'. This motivates them to keep on trying and their confidence is increased as they join in with repeated refrains and begin to make links between letters and sounds. As a result, children develop a generally good range of skills to support the next stage in their learning.

Staff demonstrate a good understanding in supporting children who speak English as an additional language. They provide information for parents and encourage them to share key words from home. This means children are provided with opportunities to develop and use their home language in play and learning, which supports their language development

at home. Children learn about different cultures and traditions as they celebrate a range of festivals throughout the year, such as Diwali and Chinese New Year. Staff establish good partnerships with parents. They complete a detailed 'getting to know me' form upon joining and are invited into the group prior to their children starting. This enables staff to quickly establish children's starting points. As a result, staff are able to plan how to meet children's needs at an early stage. Dedicated staff work hard to welcome and engage all families in their children's learning and development. For example, they keep parents fully informed of their child's achievements through daily verbal updates, in addition to regularly sharing their child's learning journal. This enables parents to develop an increased understanding of how to support their children's learning at home. In addition, each child has a home-school communication book, which enables staff and parents to share children's learning with each other if they are unable to do this verbally.

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

Children settle well because of the welcoming and nurturing atmosphere created by staff. They offer a gradual approach to helping children to settle with flexible settling-in sessions and home visits. The effective key person system works in partnership with parents resulting in the constant exchange of information. Consequently, children's individual care needs are respected and met. Children are comfortable having their care needs supported by familiar staff. They develop trusting relationships with their key person enabling them to feel secure. All staff respond positively to the children, making them feel special and well-cared for. Children generally behave well because staff are good role models who reinforce children's positive behaviour with praise to boost their self-esteem. The approach that staff use to manage behaviour creates an environment where all children are respected and appreciated. For example, they ask children to use their 'kind hands' and use effective strategies, such as inviting children to hold a 'special ball' during group time to signify when it is their turn to talk. Therefore, children are provided with clear and consistent boundaries. In addition to this, the explanations staff offer and clear eye contact helps children learn to consider risks and how to keep themselves safe. For example, they remind children to pick up toys and resources from the floor and to always walk when playing indoors so that they do not slip. However, children are provided with a false sense of security because Ofsted have not been informed of changes to committee members, which compromise children's safety.

The staff invest a lot of energy in setting up a good range of toys and resources to ensure the learning environment is organised on a daily basis. This means that all children can make decisions for themselves about whether to play outside in the fresh air. Low-level furniture and storage units enable children to access toys and equipment independently. Photos on some storage boxes enable children to clearly see what is inside. Therefore, they know where to return it when they have finished playing. The outdoor environment is put to very good use as children develop physical skills through daily opportunities to be physically active. This is well resourced and set out attractively to inspire children to be active and interested in outdoor learning. Children use the space well as they dig in the

sandpit, climb on the apparatus and create obstacle courses using different sized tyres on which they balance. Seasonal forest school offers opportunities to develop and refine physical skills. Children run in large open spaces developing increased control and coordination of their bodies as they learn to safely handle tools and objects to make camps. Weekly yoga sessions enable children to develop strength as they create different shapes with their bodies. Good hygiene practices are in place to protect children and ensure they stay healthy. Staff encourage children to manage their own hygiene routine dependent upon their age. Children know the reasons for a hygiene routine as they explain that they need to wash their hands before snack so that 'the germs go away'.

Snack and lunch times are social occasions and provide children with good opportunities to develop a sense of responsibility. They develop dexterity as they serve themselves from a selection of healthy snacks and have a go at opening packets and containers in their lunchboxes. Children are encouraged to make healthy choices and know that 'food gives us fuel so we can run around'. They choose from milk or water to drink and pour these for themselves as they develop good independence skills. Children's awareness of healthy foods is enhanced as children plant and care for a selection of vegetables in the outdoor area. This helps children to learn where food comes from and that it is good to eat. Children learn how to manage their own clothing as they change for forest school sessions and are responsible for hanging their clothing on their individual pegs. Developed links with local primary schools and regular visits from school staff enable children to meet their prospective teachers, which helps children look forward to going to school. In addition to this, staff plan activities based around exploring the children's thoughts and feelings to support them emotionally. For example, they read stories about school and discuss their new uniforms. This effective practice helps children to view their move as a positive adventure and prepares them well for the next stage in their education.

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

The leadership of the group is not effective in ensuring that all the requirements of the Early Years Foundation Stage are met. The provider has breached legal requirements by failing to notify Ofsted of a change to the management committee within the required period. This is also a breach of requirements of the Childcare Register. However, the breaches have a minimal impact on children's safety as this adult does not have contact with children in any unsupervised situation. Robust recruitment procedures for staff ensure the relevant checks are complete and the induction process supports them in fulfilling their role. Staff and committee members hold a current Disclosure and Barring Service check. Effective procedures provide support, advice and guidance to staff in relation to safeguarding children. As a result, they understand the procedures to follow if they have concerns about a child. They have attended relevant training to support practice and the manager has attended further training as the designated safeguarding person. This means that children's welfare is sufficiently monitored. Thorough procedures are supported by clear policies that are in place for staff. However, these are not always effectively shared with parents. As a result, some parents are not well informed of the group's procedures. Strict rules cover the use of mobile phones and cameras in the group.

Access to the premises is monitored, and staff keep attendance registers so that all children can be accounted for throughout the session. Appropriate risk assessments ensure that the group is able to consider the benefit of an activity or resource against the risk involved. Children, therefore, play and learn in a safe and secure environment and thoughtful staff deployment further ensures their well-being.

Children are cared for by a suitably qualified team of staff. Their performance is managed through regular supervision meetings and annual appraisal. Training needs of staff are identified and there is reasonable commitment to continuous professional development for the benefit of the children attending. As a result of the manager recently completing her degree, she has gained further skills. For instance, she is now better informed about how to meet children's personal, social and emotional needs and has introduced the home-school communication book. The manager and committee are committed to improving the quality of the provision. They show an adequate awareness of their obligation to ensure that learning and development requirements are met. They have made a sound start on reflecting on the group's practice and have identified some strengths and areas for future development. They do this through meetings, questionnaires seeking parental views and listening to children. As a result, the manager and committee are well-informed of how to move the group forward. However, they have not fully implemented a recommendation raised at the last inspection and a successful improvement plan is not yet in place to bring about rapid changes to enhance children's achievements. The provider does not fully extend self-evaluation to regularly include the monitoring of educational programs. Therefore, she is unable to accurately identify any gaps in children's progress and ensure that all required aspects of learning are fully covered, to help children make progress.

There is a real sense of community spirit between parents and staff in this group where they are regarded as equal partners in children's life while at the group. Parents are very positive about the care their children receive. They describe the staff as helpful and welcoming. They particularly appreciate the small number of children that attend, which enables children to build strong relationships. The manager has made sound links with other early years settings through attending regular network meetings. This enables her to build upon and share good practice. In addition, should children attend another group, she is in a position to ensure that information is shared effectively to enable continuity of care and learning. The manager and staff fully understand the importance of working in partnership with external agencies, such as health professionals and specialist workers. Consequently, robust systems are in place to support any specific health requirements or the identification and inclusion of any child with additional needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with**

actions)

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any member of the committee (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any member of the committee (voluntary part of the Childcare Register)

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	402986
Local authority	Essex
Inspection number	855432
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	8
Name of provider	Radwinter Pre-School Committee
Date of previous inspection	29/03/2011
Telephone number	01799 599 797

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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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