

Shenley Village Pre-School

Shenley Village Hall, 108 London Road, Shenley, Radlett, WD7 9BS

Inspection date

14/07/2014

Previous inspection date

25/04/2014

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

- Staff effectively identify children's starting points and interests in partnership with parents during settling-in sessions. They skilfully use the information to initiate children's assessment and planning at the pre-school.
- Teaching is excellent because staff maintain consistent and comprehensive assessments of children's skills to identify their next steps. They routinely observe children during play, in order to plan activities and experiences to maximise their learning and development.
- Children settle well and form strong attachments with peers and members of staff. They are happy and enjoy their time at the pre-school.
- The qualified staff have a good knowledge and understanding of how to protect children in their care. They effectively implement the safeguarding policy in practice and provide children with a safe environment to play and learn.
- Staff participate in regular supervision meetings, appraisals and training to enhance their practice, in order to ensure children are provided with high standards of care and education.

It is not yet outstanding because

- There is scope to enhance the strategies already in place to implement in practice the information gathered about children's learning at home, to ensure their interests are even further promoted at the pre-school.

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 children throughout the inspection.
- The inspector held discussions with staff and conducted a joint observation with the pre-school leader.
- The inspector viewed the indoor and outdoor play areas.
- The inspector looked at the evidence of suitability of members of staff, and their qualifications and training certificates.
- The inspector looked at a selection of documents, such as children's individual assessment and planning records. She analysed the implementation of policies and procedures in practice, including the safeguarding procedures.
- The inspector took account of the views of parents in written questionnaires and feedback notes.

Inspector

Karina Hemerling

Full report

Information about the setting

Shenley Village Pre-School was registered in 2013 on the Early Years Register. The pre-school is situated in Shenley Village Hall in Shenley, Hertfordshire. It serves the local area and is accessible to all children. The pre-school has an enclosed area available for outdoor play. It operates Monday to Friday, term time only. Sessions are from 8.30am to 3pm. The pre-school offers a lunch club from 11.30am to 12.15pm. There are currently 22 children attending for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs four members of staff. Of these, one holds an early years qualification at level 3, the pre-school leader holds a BA (Honours) degree in Early Years and the deputy manager holds a Foundation Degree in Early Years. The pre-school receives support from the local authority advisory team 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 existing strategies to implement in practice the information gathered from parents in regards to children's home learning, to ensure their personal interests are even further promoted during their pre-school experiences.

Inspection judgements

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

Staff have a great understanding of the learning and development requirements of the Early Years Foundation Stage. They engage parents in children's assessment and planning from their early experiences at the pre-school. Together, staff and parents identify children's starting points of learning and development, in order to tailor experiences at the pre-school to their individual needs and preferences. Staff effectively use the Early Years Outcomes document to identify children's next steps. They effectively assess and plan for individual children to make progress in their development. Staff provide children with activities related to their interests to ensure they engage with the learning environment. On an interest table, staff display real-life objects, toys and books related to specific topics and take into consideration children's personal interests to maximise their learning. For example, staff bring different sunglasses for children to explore at the summer season table, in order to maximise children's learning about sun protection. They effectively teach them to protect their eyes from the sun's rays while children enjoy trying on different sunglasses. Staff regularly observe children during activities and play to assess their skills and ensure they are motivated to learn. For example, staff plan activities to teach children about shapes and children make rectangular post cards and place square stamps on them.

Staff organise an outing for children to post their cards to their home addresses. Children participate in a shape hunt activity and initiate their own play using their knowledge of shapes while interacting with peers. For example, children build with blocks and discuss with peers the different shapes of the blocks they play with. Staff provide children with excellent opportunities to embed their learning because educational programmes effectively focus on the needs and next steps of children. Staff uphold very inclusive practice and all children's needs and aptitudes are promoted in practice. They effectively adapt their approach to each child in their care to ensure they all benefit from the experiences at the pre-school. For example, there are very good procedures in place to support children who speak English as an additional language. Staff gather from parents words in children's home languages. They effectively use key words to communicate with children and to teach them English at the pre-school. Staff very effectively use visual aids and displays to enhance children's knowledge and facilitate learning. For example, the pre-school makes excellent use of labels, posters and displays to celebrate children's artwork and projects at the pre-school. Staff consistently implement the children's self-registration procedure and children enjoy learning to recognise and write their names and the names of their friends. They regularly read with children and effectively use books to extend children's learning experiences. For example, staff read stories and organise role-play areas for children to explore and learn about the summer. Children communicate and interact very effectively with their peers and members of staff. The highly-qualified staff provide great support for children with special educational needs and/or disabilities. They maintain robust assessments and individual educational plans to ensure children are supported in their learning and development, according to their personal needs and aptitudes.

Teaching is excellent because staff consistently evaluate children's learning and development. They plan a variety of opportunities for children to develop skills and learn. The learning environment is carefully set up to ensure children are able to lead their own play and independently approach activities of their choice. Children are provided with a wide variety of resources, toys and books to support their play. For example, children play at the car wash set up for them. Children take books about different cars outside and discuss their favourite cars, different parts of the car and the importance of keeping the car clean. They eagerly participate in activities with staff, who are very enthusiastic and engage children well in their learning. Staff maintain a good balance of child-initiated play opportunities and direct teaching. Staff very effectively engage in children's play, in order to extend their learning. For example, children explore a tray filled with couscous and they draw pictures in the couscous with their fingers. Staff encourage children to draw their favourite shapes to extend their learning opportunities. They effectively engage children in thinking critically and problem solving, giving them hints to guess the shapes drawn by their friends. The educational programmes effectively provide children with experiences across the seven areas of learning, according to their age and stage of development. Children learn through play and staff effectively challenge children to ensure they make good progress.

The partnership with parents is very good. Parents are provided with opportunities to participate in their children's assessment and planning at the pre-school. For example, they meet their children's key person after every session. The pre-school organises open days for parents to look at children's learning journals with their children's key person. The

pre-school has a robust system for the progress check for children aged between two and three years and this is completed in partnership with parents and other professionals. Parents regularly contribute to their children's planning at the pre-school, by sharing home observations of their children's skills and interests. However, there is scope to enhance the strategies in place to implement in practice the information shared by parents, to ensure children's individualities are even further promoted in the learning environment. Staff very effectively monitor children's learning and development against the early learning goals of the Early Years Foundation Stage, to ensure they develop important skills to support their successful learning at school.

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

The pre-school provides a very welcoming environment for children and parents. Staff are friendly and skilfully interact with parents and children when they arrive. Children form strong bonds with both staff and peers. They enjoy their time at the pre-school because staff provide them with great opportunities to play, learn and have fun. For example, during the daily group discussions, staff sing songs with children and encourage them to talk about their feelings and discuss what they would like to do at the pre-school. Staff are very enthusiastic during group discussion time and the session is carefully planned to share with children important aspects of the pre-school practice, such as, the daily routines, activities for the day, rules and boundaries. Children are confident and feel comfortable because they understand their learning environment and routines. Parents share all relevant information about their children's care needs and routines with their children's key person prior to their children's starting day at the pre-school. Staff ensure children's individual needs and requirements are considered in the daily routines. They maintain regular discussions with parents about children's home routines. For example, children benefit from the personal approach to toilet training and staff effectively support children with dietary requirements and allergies. They work in a close partnership with parents to provide continuity of care to children's personal needs. They expertly support children's emotional development and their well-being is the utmost priority of the pre-school.

Staff very effectively promote healthy living and teach children the importance of keeping fit and healthy. For example, before staff open the doors to the outdoor play area, children participate in an exercise routine with staff to stretch and warm up their bodies. Staff prepare the outdoor learning environment to ensure children are provided with a range of activities and equipment, so they are able to develop different skills while playing outside. They ensure children have comfortable areas available to rest and relax in both, indoor and outdoor play areas. Children benefit from the freely chosen opportunities to play outside and enjoy fresh air. Children go to their pegs to put on their summer hats and sunglasses before independently going outside to play. Staff often organise outings for children to visit and learn about their local community. They effectively support children to be independent during personal care and daily routines. For example, children independently wash their hands before meals and after using the toilet. The pre-school shares the food and drink policy with parents to ensure they are aware of healthy options

for children's packed lunches. Staff provide children with a rolling snack and every session a child monitor helps to organise mealtimes. Children independently choose from a variety of fruit, vegetables and other healthy snacks, they self-serve and they independently put away their plates and cups. Children effectively engage with staff, who skilfully support them to acquire self-confidence and awareness of their individual needs.

Children behave well and happily explore the play areas available to them. Staff skilfully teach children to respect their environment and peers. They reinforce the pre-school golden rules during group discussions in a fun and interesting way, to capture children's attention and teach them behaviour boundaries. Children participate in setting up activities and independently initiate their own play. Staff consistently teach children the importance of helping to organise and tidy up the play areas after they finish playing. Staff are very attentive and caring towards children. They teach them about keeping safe and implement personal safety teaching in the educational programmes at the pre-school. For example, children interact with a display created to reinforce road safety to them. Staff organise special visits from the firemen and policemen to embed children's learning about people who help us and to teach them about how to become a good citizen. Staff encourage children to play together and to challenge their own skills during play. For example, they encourage children to kick the ball in different ways and children have fun while they develop their physical skills and learn to follow instructions. They celebrate each time they score a goal. Staff create links with schools and invite teachers to visit children at the pre-school. Staff organise visits to the local school library and children participate in school open days and events, such as summer fairs. Children of all ages are maturing well as they learn to attend to their own personal needs and to play together. The pre-school has very effective procedures to support children during their transition to school.

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

Staff have an excellent understanding of how to effectively implement all the safeguarding and welfare requirements of the Early Years Foundation Stage. The set of policies and procedures is effectively shared with parents and staff during their induction with the pre-school, including the safeguarding policy. The manager ensures everyone involved with the pre-school understands the commitment of staff in promoting children's well-being and protecting their welfare. All staff participate in safeguarding and child protection training. The manager ensures different aspects of the safeguarding policy and procedures are discussed during the weekly team meetings. Therefore, staff regularly reflect on their practice and on the needs of children in their care. Staff conduct effective daily risk assessments to ensure children are able to safely explore the learning environment available to them. They are very conscious of children's safety and effectively risk assess the equipment, toys and resources used by children. Staff understand the importance of protecting children's privacy and responsibly handle children's personal records and images to ensure confidentiality. The highly-qualified staff participate in regular professional development opportunities that are effectively identified in partnership with the management team. The manager organises staff supervision meetings and appraisals to continuously monitor practice, in order to enhance the experiences of children.

Staff effectively involve parents at the pre-school. They keep parents informed of their children's assessment and planning through daily feedback and consultation days. Staff share with parents children's special moments at the pre-school and examples of activities they enjoy to participate in, so parents can continue to support children's learning at home. The pre-school has strong links with local children's centres. They share with parents their newsletters and informative leaflets about services available for children in the area. Staff are experienced and effectively trained to support children with special educational needs and/or disabilities. They have a good understanding of the importance of early identifying and supporting children's needs. Staff have strong links with outside professionals and work in partnership with the local authority advisory team. Therefore, staff effectively support all children to successfully learn and develop their skills.

The manager ensures staff maintain regular observations, assessments and planning for individual children. She monitors children's development and learning to ensure staff effectively support children in further developing their skills. The manager and pre-school leader routinely review children's learning journals to evaluate the activities and experiences of children. They track children's development and every term, they analyse the progress children make according to their starting points on entry. The manager promotes very reflective practice and completes the Ofsted self-evaluation form with the support of her team. Staff participate in weekly meetings to discuss children's needs, aspects of practice and policies and procedures. Parents are regularly consulted through questionnaires. Their ideas and expectations are effectively accommodated in the daily practice to ensure children continue to benefit from the links between home and pre-school.

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	EY471468
Local authority	Hertfordshire
Inspection number	981425
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	22
Name of provider	Sarah Louise Purser
Date of previous inspection	25/04/2014
Telephone number	07703449085

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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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