

Forget-me-nots Pre-School

Tring Community Centre, Silk Mill Way, TRING, Hertfordshire, HP23 5EP

Inspection date	17/07/2014
Previous inspection date	02/07/2010

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 are caring and nurturing and establish warm positive relationships with the children in their care. As a result, children come into pre-school happily and confidently.
- Partnerships with parents and external agencies make a sound contribution to supporting children's well-being. Consequently, all children's needs are met.
- Through well-established procedures, staff ensure that the children are emotionally prepared when they join the pre-school or move onto full-time education. As a result, children approach these milestones with ease and confidence.

It is not yet good because

- Staff do not always use the identified next steps in children's learning accurately to inform the planning of activities. As a result, some activities are not sufficiently challenging to ensure that children have opportunities to think critically.
- Activities to develop all aspects of children's learning in the outdoor area are not consistently planned for. Consequently, children do not always get opportunities for explorative and investigative play or rigorous physical exercise.
- The systems for recording the evidence obtained during the recruitment and vetting processes are not yet robust or formalised.
- Supervision and performance management arrangements do not fully support staff in improving their understanding of how children learn. Consequently, they are not developing their teaching skills to enable the children to make progress.

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 in the pre-school room and the outside learning environment.
- The inspector conducted a joint observation with the play leader.
- The inspector held a meeting with the play leader and spoke to the staff throughout the inspection as appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked the suitability and qualifications of staff working with the children and the provider's evidence of self-evaluation.
- The inspector took account of the views of two parents and carers spoken to on the day.

Inspector

Lucy Sumner

Full report

Information about the setting

Forget-me-nots Pre-School was registered in 2007 on the Early Years Register. The pre-school operates from Tring Community Centre, in the Silk Mill estate in Tring, in Hertfordshire. The pre-school has exclusive use of the centre's small hall and occasional use of a larger one, as well as associated facilities, including toilets and a kitchen. Children have access to an enclosed outside play area. The pre-school is managed by a committee. The pre-school is open Monday to Friday from 9am to 12 noon, with a lunch club operating on Mondays, Wednesdays and Fridays, on which days the pre-school remains open until 2pm. There is a 12.05pm collection from a local school on lunch club days. The pre-school operates term time only. There are currently 24 children aged from two years to under five years on roll. Children come from the local area and the pre-school is accessible to all children. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities. Three permanent members of staff are employed to work with the children, including the play leader, all of whom hold appropriate early years qualifications at level 3. There are also two additional relief staff, who provide cover when needed.

What the setting needs to do to improve further

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

- develop existing arrangements for the supervision and performance management of staff, to focus more on improving the quality of teaching and to identify what staff need to do to improve their knowledge, understanding and practice
- improve the recording of the information collected during the recruitment and vetting process
- improve the use of the information from observations and assessment, so that activities and resources are used to provide challenging opportunities to meet all children's individual needs both indoors and outdoors
- develop planning for activities and resources for outdoor play to ensure that children regularly take part in a varied range of interesting and challenging outdoor experiences.

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

- ensure that the timetable and routines for each session do not restrict opportunities for sustained indoor and outdoor play or challenging activities that allow the children time to explore, investigate, problem solve and think critically.

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

Staff provide a suitable range of experiences across the seven areas of learning and educational programmes indoors are planned to support the children's interests and needs. For example, the role-play area is set up as a school to help facilitate the forthcoming move to full-time education for some children. This engages and occupies the children, who enjoy pretending to be the teacher and calling out the register. Staff carry out regular observations and assessments and use these, as well as discussions, at staff meeting times, to identify the children's interests and next stages of learning. However, this is not sufficiently rigorous to ensure that all activities provide an appropriate level of challenge for children of all ages. For example, this is evident in a sorting activity, when an older child easily sorts some plastic buttons by colour when directed to, but is not challenged further to devise a different criteria by which they could be sorted. As a result, not all children have the opportunity to develop their skills in critical thinking and problem solving. Staff place an appropriate emphasis on the development of small muscle and coordination skills. They provide opportunities for all children to manipulate knives, as they butter their bread or crackers at snack time. Older children pour their own drinks. Children

of all ages demonstrate age-appropriate control of pencils, as they write messages and lists in small notebooks and even letters to Father Christmas. Children enjoy using the pre-school computer, confidently manipulating the mouse and following on-screen instructions. Children of all ages demonstrate use of number in their play, as younger children recognise numerals on wooden blocks and older children count groups of objects. Consequently, most children are able to demonstrate that they have the basic skills required for school or their next stage of learning. Regular opportunities for a range of experiences across the areas of learning to take place outside are less well planned for. The scheduled outdoor playtime for all children late in the morning restricts the possibility of sustained, large-scale, explorative and investigative play. Nevertheless, staff do occasionally plan for activities, such as planting, painting and story-reading, to take place outside. They have ambitious plans to update the outdoor space with the addition of a new role-play area, musical instruments and a waterfall structure.

Staff in the pre-school demonstrate a suitable understanding of how to support and promote children's learning. They work alongside the children, extending their ideas, intervening and engaging in their play. Staff place an appropriate emphasis on the development of communication and language. They use different strategies, including repetition and modelling with the younger children and a variety of questioning techniques with the older ones, to support the development of language and communication skills. Staff are alert to fulfilling the needs of particular groups, such as those with speech and language delay. As a result, these children make progress. Staff use the progress check completed for children between two and three years to plan for the next steps in their learning. This allows these children to develop appropriately, due to the individual nature of the planning for them. Sound teaching helps children achieve the expected level of development for their age, relative to their starting points.

Staff work in partnership with parents and value their contributions. Prior to the children starting at the pre-school, they gather information from parents about children's care needs and interests in an 'All about me' document. This provides staff with an overview of children's starting points. From this and with the addition of staff's initial observations, a baseline assessment is created. Staff use this to plan activities to support children's next steps in their learning and development. Relevant support and guidance documents are used as a reference to allow them to identify if children are operating within the expected bands of development for their age. The pre-school's website contains information aimed at engaging parents in their child's learning. Parents are encouraged to share information regarding children's further development at home on 'WOW' vouchers or holiday news sheets. Parents speak very highly of the pre-school and the staff. For example, they comment that staff know the children very well, keep them well informed about their child's progress and are supportive with things like behaviour or if their child is worried about something. The significant adults in each child's life are working together and as a result, their needs are met.

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

Children and their families are warmly welcomed into this friendly pre-school. The key-person system is well established and parents are able to say who their child's key person

is and what they do. The settling-in process which is in place, allows children and parents to build warm relationships with staff. As a result, children are happy and settled. They are self-motivated to choose activities and enjoy what they do. Children of all ages develop secure attachments with their key person and other staff members and as a result, separate well from their parents. Staff are caring towards children and discuss their interests and individual needs with parents. They demonstrate how they manage the children's move to other settings, particularly to school and there are procedures in place to prepare the children for that move. For example, they have created a book with photographs to show what it will be like at school and which highlights the similarities as well as the differences. This ensures that children make the move with confidence. Behaviour is managed effectively and staff remind all the children of the rules using a song during a group session. Staff encourage the children to take turns and they are able to use a sand timer to facilitate this. As a result, they play cooperatively and understand the need to share. Most children have the confidence to talk and play with adults and each other, due to their overall sense of well-being, although, some prefer to play quietly alongside other children or alone.

Staff can demonstrate that they understand how to safeguard the children in their care. However, the recording systems for the recruitment and vetting procedures already in place are not fully embedded or formalised to ensure that there are no breaches in the process. Staff follow procedures, which support safety. For example, a visitors' book is in use, staff open the door individually to all parents and visitors and there is a secure password system in place should an unknown adult arrive to collect a child. Children learn to keep themselves healthy through daily routines, such as washing their hands before snack. Children describe the importance of doing so to make sure that they are clean before they touch their food. The pre-school staff provide a snack, which is balanced and nutritious. Staff have a sound understanding of food hygiene procedures. Children can make choices in what they eat and drink and they are encouraged to be independent as they prepare and eat their chosen snack. As a result, children's developing independence skills are promoted effectively. Children can explain why sharp knives should not be licked, demonstrating a developing understanding of how to keep themselves safe. Dietary needs and preferences are discussed with parents and adhered to carefully, by clearly marking any allergies or dietary requirements on a named place mat. As a result, children's health and well-being are promoted.

Children play in a small indoor room, which is furnished with tables, on which activities are placed. As a result, there is very little room for movement, apart from between the tables. There is a small clear floor space for larger construction. Resources are well organised and because they are stored in low-level units, they are accessible to all children, so that they make choices about what they would like to do. Children have regular access to an outdoor area, although, there are days when other events in the main hall prevent this. Opportunities for other forms of daily exercise and outdoor activities have not yet been fully investigated or developed. As a result, children can occasionally remain indoors throughout the session with very little opportunity for physical activity. In addition, the outside area has not yet been fully developed to allow children to use a full range of resources that support all areas of learning. The rigid structure of the session, with outdoor play scheduled for all children in the late morning, further restricts the

opportunities for children to have sustained periods of time exploring their surroundings and being active.

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

The play leader and centre manager in the pre-school have a reasonable understanding of their roles and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff understand their responsibilities for safeguarding and have completed child-protection training. The designated lead for safeguarding has a clear understanding of the role and all staff are well versed in what to do should they have concerns about a child. Staff are aware of the importance of risk management and conduct a daily risk assessment of all areas used by the children to eliminate or take action to minimise risk. For example, the playhouse in the outdoor area was recently damaged and a member of staff now stands in front of it when the children are outside, so that they do not go near it. Adult-to-child ratios are met and as a result, children are adequately supervised. Recruitment and vetting procedures are in place, but recording systems are not yet fully embedded or formalised to ensure that there are no breaches in the process. Although, all staff have been appropriately vetted, the relevant details are not always clearly recorded or logged to show when checks were carried out. Staff undergo a suitable induction process and feel well informed about the pre-school's policies and procedures when they start. Security in the pre-school is good. Staff check the identity of visitors and escort them to and from the pre-school door. A range of policies and procedures are in place to support staff and keep parents informed about the provision. Consequently, children are kept suitably safe.

The play leader and centre manager in the pre-school have a suitable understanding of their roles and responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. Since the last inspection by Ofsted, where the pre-school received one recommendation to further develop the planning systems to ensure children's individual learning needs were clearly identified and addressed, changes have been implemented. As a result, there are now systems in place to monitor the planning and delivery of the educational programmes to ensure individual needs are met and to monitor the children's progress more closely. However, this area still requires improvement, as some planned activities are not providing the challenge that some children need, in order to progress further in their learning. Systems for checking the progress for different groups of children within the pre-school are in place and actions are drawn up where under- or over-achievement by a group, or in a particular area of learning, are identified. As a result, the gaps are narrowed and inconsistencies addressed.

The monitoring of staff performance has been introduced by way of annual appraisals and monthly one-to-one meetings. Targets for staff development and training are sometimes identified, but these are not always focused on bringing about improvements in the quality of practice. As a result, staff are not maximising their opportunities to develop further their understanding of how to promote the learning and development of children. This means that they are not continually improving and updating their teaching skills. Nevertheless, staff do access some training and between them, they have covered a variety of subjects,

mostly around health, safeguarding and special educational needs and/or disabilities. The play leader demonstrates capacity and a suitable commitment to improving the pre-school. She has a sound understanding of the strengths and aspects for its further development and plans to work with staff, parents and children to improve the service provided. Currently, staff gather parents' views through direct conversations and twice-yearly questionnaires.

Staff have positive and warm relationships with parents, some of whom have long associations with the pre-school. Parents comment on the open, friendly staff team and feel satisfied that their children are safe and well cared for. They say that their children are happy at the pre-school and they are pleased with their progress. Parents have access to a variety of information about the pre-school, including policies and procedures, via a website. Parents know that they can contribute to and access their child's records at anytime. The pre-school runs a lunch club three days a week, in association with the local primary school and has a good relationship with the local children's centre. Consequently, the pre-school accesses a number of its services. For example, the children go there for messy play activities. Where necessary, staff work in close collaboration with specialists from external agencies to support children with special educational needs and/or disabilities. For example, speech therapists attend sessions at the pre-school to work alongside the children while they play and to demonstrate strategies to staff.

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	EY342712
Local authority	Hertfordshire
Inspection number	862965
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	24
Name of provider	Tring Community Association Committee
Date of previous inspection	02/07/2010
Telephone number	01442 890192

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Type of provision

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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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