

# Graveley Pre-School

Graveley Village Hall, Graveley, HITCHIN, Hertfordshire, SG4 7LE

## Inspection date

24/09/2014

Previous inspection date

26/02/2014

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

4

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

- A wide range of resources are in place which enables children to choose their own free-play activities. This gives them the confidence to initiate play and develop their imagination.
- Children are happy and settled and have built solid attachments with staff, who work hard to understand their individual needs. Consequently, children feel secure when attending the pre-school and separate from their parents and carers with ease.
- Safeguarding procedures are effective and understood by all staff. This ensures that children are well protected and are kept safe from harm.

### It is not yet good because

- Children do not always understand what is expected of them as routines are not explained and behaviour is not consistently managed.
- Relationships with local schools are not yet fully established. This means that children are not best supported with their move on to school when the time comes.
- Children are not provided with appropriate challenges to extend their learning in the areas of literacy and expressive arts and design.
- Policies are not consistently shared with parents, which means that important information is not easily accessible to them.

## 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 pre-school and talked with staff.
- The inspector viewed the areas of the premises and garden used for childcare.  
The inspector looked at children's assessment records, planning documentation,
- checked evidence of suitability of staff members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents as spoken to on the day of the inspection.
- The inspector carried out joint discussions with the manager in relation to observations of the children's play, learning and progress.

## Inspector

Kate Hogan

## Full report

### Information about the setting

Graveley Pre-School registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village of Graveley, Hertfordshire. The pre-school serves the local area and is accessible to all children. It operates from Graveley village hall and there is an outdoor play area available. The pre-school opens Monday to Friday, term time only. Sessions are from 9.15am to 12.15pm. Children attend for a variety of these sessions. There are currently 12 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery supports children who speak English as an additional language.

### What the setting needs to do to improve further

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

- manage children's behaviour effectively to ensure that boundaries are clear and understood, for example, by establishing a daily routine to support their understanding of what is expected of them
- ensure that all policies and procedures are shared consistently with parents.

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

- provide appropriate challenges to extend children's learning experiences further, for example, by offering them opportunities to label their artwork and determine their own outcomes when undertaking arts and craft projects
- establish effective partnerships with local schools to support and encourage children in their move to their next stage of learning.

## Inspection judgements

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

Teaching is generally good. Children have time to practise what is taught to them. For example, staff demonstrate how to use the musical instruments. Children copy the actions and they enjoy making various noises independently. They are pleased with their results and are happy to share the instruments with their peers. Consequently, children's personal, social and emotional development is well promoted. Staff teach children about

movement by encouraging them to join in with physical games, such as rolling on gym mats and pretending to be different animals. This helps children to keep fit and learn to be aware of space around them. Children's imagination is encouraged because of the wide selection of role-play resources available. For example, children dress up and play with the toy kitchen, pretending to cook for each other. They self-select what they would like to play with each day and share their favourite items, such as certain books, with staff. Staff make time to read to children and ask them questions about the text. This encourages them to learn to listen and respond appropriately to questions. Children who speak English as an additional language are further encouraged by the addition of books and food cartons from their home country. As a result, all children are progressing appropriately.

Staff teach children positional language, such as 'over', 'under', 'above' and 'below'. They support children to understand what these words mean, by engaging them in play with toy cars, encouraging children to use these words as they make up stories. As a result, children learn about mathematical concepts from an early age. Staff encourage older children to take some responsibility by inviting them to help younger children during activities and at snack time. This helps build their confidence, as they are pleased to be doing important tasks. However, children are not always challenged in all of the specific areas of learning as well as they might be. For example, opportunities for them to practise writing their own names are limited as staff label children's artwork for them. In addition, children do not get the chance to determine their own outcomes in craft activities, as materials are pre-prepared in advance. Therefore, older children are not consistently being provided with enough challenge while at pre-school. Furthermore, relationships with other settings, such as schools, are not yet well established. This means that children are not best supported with their move on to school when the time comes.

Staff use precise observations and assessments to identify children's stage of development. This information is used to tailor the weekly pre-school plans, to ensure that children's next steps in learning are adequately incorporated into the activities and monitored. Each child has a learning journal in place, which shows details of what they have been learning, along with photographs to support the observations. It also shows children's starting points, so that progress can be monitored. Assessments are regularly undertaken and are shared with parents, so that they are aware of what children's next steps in learning are. Furthermore, the pre-school offers parents ideas about how they might support children's learning at home. Parents work with staff to share information about children's home learning, which enables any important events to be noted and celebrated at pre-school. This means that learning is consistent and children are making steady progress towards the majority of the early learning goals.

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

Children are happy and settled at the pre-school. They achieve a sense of belonging by selecting their names from a large board on arrival and posting them into a tray. The environment around them is laid out attractively, which helps children to separate from their parents with ease when they see the large selection of toys and activities waiting for them. Children are forming close friendships with each other and play together kindly,

chatting amongst themselves while they do so. These positive relationships help children to establish strong bonds, which carry through to the local school, where most children move on to at school age. However, there is a lack of routine at the pre-school, which means children do not always understand what is expected of them. Staff move children from activity to activity without explanation, which causes confusion at times. Therefore, some children do not listen well to instructions and continue to do their own thing. Furthermore, children are not consistently reminded of the rules and boundaries. As a result, children's behaviour is variable, as they do not understand socially acceptable ways to behave. Consequently, children's emotional well-being is not consistently promoted.

A key-person system is in place at the pre-school, which works well. Parents are aware of who their key person is and are happy with the relationships that they have formed with the staff. Feedback is shared at the start and end of sessions, so that the parents and staff are aware of important information about children who attend. Prior to joining, children attend settling-in sessions, which are closely observed and summarised in discussion with parents. This enables the pre-school to tailor experiences to meet the needs of children who attend. Furthermore, parents complete an About me form prior to their child starting, so that staff are aware of children's home routines and preferences. As a result, parents and staff are working well together to ensure children's emotional security. Children are encouraged to learn to do things from themselves during their time at pre-school. For example, staff support them to wash their own hands before eating and to serve themselves at snack time. Children competently use a knife to spread cream cheese onto crackers and they pour themselves milk and water from a large jug. Consequently, children's independence is promoted well. In addition, staff teach children about how to keep themselves safe, by demonstrating how to safely carry items. There are fluorescent jackets for use when going on outings away from pre-school and staff teach children to hold hands. This means that they are learning about personal safety and risks.

Children are offered a range of healthy food for their snack at pre-school. For example, various fruits and vegetables are available every day, along with dairy products, such as cheese and milk. Staff use appropriate hygiene procedures to wash and prepare food and the area where it is eaten. Children wash their hands before and after eating and help to wipe up any spillages around the snack table. Some staff discuss the food available and talk about whether children like or dislike it. Children have access to fresh air on a daily basis, as the outside area is always open and available for children to use. Furthermore, staff conduct an exercise session during children's time at pre-school, where they are able to roll on mats, pretend to be wild animals and participate in physical actions to nursery rhymes. For example, children sing 'ring o' ring o' roses' together and they all fall down at the appropriate time. As a result, children receive suitable opportunities to progress their physical development.

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

Since the last inspection by Ofsted, where the pre-school received a number of actions to improve, and following a subsequent monitoring visit, the manager has ensured that all safeguarding requirements of the Early Years Foundation Stage are fully met. For example, the manager and staff have attended a relevant child protection training course and can confidently explain how they would deal with any concerns they have about a child or allegations of abuse received against a member of staff. They have implemented a safeguarding policy, which also explains how children's data and photographs are kept secure. The manager now takes the lead responsibility for child protection issues and ensures that all staff adhere to the safeguarding procedures. There is a robust recruitment procedure in place, where Disclosure and Barring Service checks are undertaken prior to any member of staff starting work. This ensures that all people working with children are suitable to do so. All staff are first-aid trained, which means that any medical incidents are quickly dealt with, and they hold appropriate food hygiene certificates. Policies in place are regularly updated and staff read and understand them. However, they are not consistently shared with parents, which, means that parents are not always aware of what procedures the pre-school follows.

Staff are well qualified and have sufficient skills to be able to teach children the seven areas of learning and development. The manager and staff regularly observe each other at work and provide constructive feedback to help each other improve. There is a new annual appraisal process in place, which encourages staff to reflect on their performance and discuss future goals with the manager. Each member of staff has a professional development plan, which lists planned training courses. All training courses attended are discussed within the pre-school and practice is updated accordingly. A local authority worker also visits the pre-school regularly to offer further support and provide additional training sessions as appropriate. The manager monitors the learning and development requirements by reviewing childcare legislation and evaluating its impact on the pre-school. She ensures that staff have a secure knowledge of the learning and development requirements and are delivering them, by regularly observing them during their time spent with children. Furthermore, the manager keeps an action plan to keep track of the developments she plans to make to the pre-school. As a result, the pre-school is constantly evolving and making improvements.

Parents are keen to verbally share their opinions of the pre-school on the day of inspection. All parents spoken to are extremely happy with the service they receive and highly praise the manager and staff. They feel confident that their children enjoy attending pre-school and comment about how well they are progressing since joining. The manager seeks feedback from parents about ways in which she can improve the pre-school. She also asks children for their views on activities that they like or dislike. This means that future planning can be tailored accordingly to meet the needs and interests of children who attend. The manager has built relationships with other providers, such as the local children's centre. There is some limited contact with local schools, but this does not support children's continuity of learning, as interactions are not yet robust enough.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY465365
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	981565
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Mini Makers Pre-School Partnership
<b>Date of previous inspection</b>	26/02/2014
<b>Telephone number</b>	01438 489153

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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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