

Little Fields Pre-School

Rosedale Way, Cheshunt, Waltham Cross, Hertfordshire, EN7 6JG

Inspection date

Previous inspection date

12/11/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 plan and provide a varied range of activities. Consequently, children make sound progress in their learning and development.
- Children are happy, confident and secure because staff sensitively settle children into the pre-school and build positive relationships with them.
- Staff establish very positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.
- Staff demonstrate sound knowledge of safeguarding procedures in order to keep children safe.

It is not yet good because

- The provider has failed to notify Ofsted of changes to the members of the pre-school committee. This is a breach of welfare requirements.
- On occasions, less experienced staff do not always give children time to think about their responses to questions that they ask, so that children can put their thoughts into words as part of their language development.
- At times, daily routines do not always support opportunities for children to lead their own play.
- On occasions, partnerships with other early years providers that children attend are not fully developed to support good continuity of learning for all children.

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 indoors and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's improvement plan.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the provider, manager and staff at appropriate times throughout the inspection.

Inspector

Clair Stockings

Full report

Information about the setting

Little Fields Pre-school was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built building, in the grounds of Fairfields Primary School and Nursery in Cheshunt. There is an enclosed area available for outdoor play. The pre-school serves the local area and is accessible to all children. The pre-school is open each weekday, except for Wednesday morning, from 9am until 11.30am and every afternoon from 12.45pm to 3.15pm during school term times. The pre-school provides funded early education for two- and three-year-old children and there are 43 children on roll. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- improve teaching strategies so that all staff consistently give children thinking time to put their thoughts into words to further support children's language development.

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

- review the organisation of routines, such as group activities, so that children's opportunities for sustained play are further encouraged
- strengthen partnerships with other early years providers that children attend to ensure continuity of learning.

Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They use their knowledge to plan a varied range of experiences for the children. Staff observe and assess children at their starting points and continue this during their time at the pre-school. This gives staff knowledge of what stage children are at and what they need to put in place to encourage their next steps. The key-person system supports effective links with parents and carers. Staff obtain information about the children's interests when they start and provide resources to aid the settling-in

and initial assessment process. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder. This approach successfully engages parents in their children's education.

Staff support the communication and language skills of all children, including those learning English as an additional language and children with special educational needs and/or disabilities. Staff introduce songs and rhymes effectively throughout the session and children actively join in with the singing. Staff join in with children's play, talking to them clearly and using open-ended questioning to extend their communication and language. However, on occasions, less experienced staff pose questions but do not wait for the children's response, which hampers children's time to think about their reply. Children enjoy looking at books on their own or having stories read to them by staff, establishing children's interest in reading for pleasure. Encouraged by attentive staff, children excitedly use writing resources to practise their early writing skills. Staff extend children's learning as they introduce simple mathematical concepts of shape and size. For example, whilst playing with mud outdoors, staff encourage the children to talk about the colour, shape and size of the containers they are filling. Consequently, children are gaining skills which help prepare them for their next stage of learning.

The pre-school is well organised so that children can make good choices to support their interests and play. For instance, children enjoy using the wide range of resources in the art area. This supports them to develop their imagination and creativity. Children enjoy leading their own play and taking part in activities, guided by adults. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including wheeled toys, stilts, balls and equipment to support all areas of learning, which is readily accessible for children to self-select.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the pre-school as staff take account of information about individual children's care needs obtained from parents. A key-person system is in place to help children build relationships with their special member of staff, to support their emotional needs and be motivated to learn. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. However, at times, the routines of the pre-school are not sufficiently flexible to fully support opportunities for children to lead their own play. For example, staff interrupt children's play outdoors mid-session for an adult-led phonics activity. Consequently, children are not always given sufficient time to develop their own ideas and become fully engaged in their play.

Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is generally good, as the staff share consistent expectations and act as effective role models themselves. Children willingly take on responsibility, for example, tidying away equipment before moving indoors. The pre-school

is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means children enjoy their pre-school experiences and have some emerging skills to underpin their eventual move to school.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks, which include fruit and vegetables and children's individual dietary requirements are met. All children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, these children achieve some independence in hygiene and managing their personal care.

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

At the inspection, it was found that the nominated person had not notified Ofsted of the changes of committee members within the prescribed time period. This is a breach of the legal requirements for both the Early Years Register and the compulsory part of the Childcare Register and affects the efficiency of leadership and management. Staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. Children are protected in the event of an accident because a number of staff have a current paediatric first-aid certificate. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager and her team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals, which identify some training needs. All staff hold relevant childcare qualifications and are keen to continually update their professional development. For example, recent training on sign language helps them to further support children's language. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. In addition, the pre-school works closely with local authority advisors who offer expertise and advice. The manager and staff team demonstrate a commitment to the continual development of the whole provision and continue to identify priorities for improvement.

Effective procedures to work with parents are in place. As a result, parents speak positively of the care and learning their children receive. They describe the staff team as, 'Friendly, approachable and caring'. They keep up-to-date about their child's learning through daily verbal feedback and informative display boards. Staff establish effective

relationships with other professionals and external agencies so that children's needs are supported and help them to make progress. However, there is scope to strengthen links with other providers that children also attend to further aid children's progress and development through a consistent approach.

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:

- make sure Ofsted is informed of the following: the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as possible and no later than 14 working days after the change occurs (compulsory part of the Childcare Register)
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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

Unique reference number	123862
Local authority	Hertfordshire
Inspection number	854171
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	43
Name of provider	Little Fields Pre-School Committee
Date of previous inspection	not applicable
Telephone number	01992 633195

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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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Piccadilly Gate
Store St
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M1 2WD

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