

# Maple Grove Pre School

Maple Grove Primary School, St. Agnells Lane, HEMEL HEMPSTEAD, Hertfordshire, HP2 7BG



<b>Inspection date</b>	9 June 2015
Previous inspection date	12 January 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff encourage children to practise making marks throughout their play. They provide children with large letter templates to copy and encourage them to record their ideas during their role play. This promotes children's early writing skills very well.
- The pre-school benefits from a highly competent and enthusiastic leader. She regularly evaluates the quality of the pre-school and has implemented a number of successful changes since starting her role. There are development plans in place to drive further improvements. This demonstrates an ongoing commitment to providing good quality teaching and care.
- Staff teach children how to link letters to sounds. They encourage them to think about the letter that simple words begin with. This prepares children in readiness for future learning at school.
- Staff have a strong knowledge of safeguarding. They fully understand their responsibilities, including how to follow the whistle-blowing procedure. Staff consistently protect children's safety and welfare.
- Staff support children effectively during their move from pre-school to nursery or school. They talk to them about the changes that are going to happen and take children for play sessions in their new classroom. This enables children to feel confident and become familiar with their new surroundings.

### It is not yet outstanding because:

- There are times when staff do not make best use of open-ended questions in order to extend children's thinking skills.
- Staff have yet to implement highly successful strategies to engage all parents in their children's learning.

## What the setting needs to do to improve further

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

- maximise the use of open-ended questions during children's play so that they have further opportunities to share their ideas and think about what they want to say
- strengthen the partnerships with all parents and consider alternative methods to engage them in their children's learning, both in the setting and at home, so that children are supported to make rapid progress in their learning.

### Inspection activities

- The inspector observed children taking part in a range of activities and spoke with the staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the pre-school leader and held a meeting with her.
- The inspector checked evidence of Disclosure and Barring Service checks and suitability, qualifications and training of staff.
- The inspector looked at a range of policies, procedures, children's assessments and the pre-school's development plans.
- The inspector spoke to some parents and has taken account of their views.

### Inspector

Katherine Hurst

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The leader regularly checks children's assessments. She has worked hard with the staff to plan specific activities for children to narrow the gaps in their learning. This includes children who speak English as an additional language. The leader ensures that each child's individual learning needs are specifically planned for. As a result, children are making good progress towards the early learning goals. The quality of teaching is generally good. Staff are well-qualified and plan a wide range of interesting activities that engage children for extended periods of time. Children particularly enjoy the current theme about animals and excitedly talk about their pets at home. They explore a sensory tray filled with a variety of natural resources and animal food. Staff talk to children about what these objects feel and smell like. However, on occasions, staff do not consistently ask children open-ended questions. Instead, they ask them a question with a choice of two answers. Therefore, they do not always promote children's thinking skills.

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

Children are clearly very happy and enjoy their time at this fun and friendly pre-school. They are keen for staff to join in with their play, which shows that they feel safe and secure. Children's behaviour is very good. This is because staff consistently remind them of what is expected of them. For instance, they talk to children about saying excuse me when they would like their friend to move. Staff promote children's good health. They give parents information about nutritious foods to provide in children's lunchboxes. In addition, children are able to choose from a range of fruits at snack time. Staff encourage children to practise good hygiene. They know that they must wash their hands before eating and after touching animal food, and that germs can make them ill. This demonstrates children's developing understanding of how to contribute to their own healthy lifestyles.

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

The leader has a good understanding of the Early Years Foundation Stage and ensures that the legal requirements are fully implemented. There are effective procedures in place to supervise staff and check the quality of their teaching. The leader discusses with staff how they can improve their practice and sets them individual targets. For instance, one member of staff has recently completed a course about observations and assessments. The training has extended her understanding of how to identify children's next steps in learning. This demonstrates the positive impact that training has on practice. Staff work very closely with the nursery and Reception teachers from the school site. This promotes good continuity of children's learning. Staff have recently started to invite parents to attend play and singing sessions at the pre-school. They encourage them to share their observations from home. However, staff have yet to fully establish highly successful partnerships with all parents. They do not always give parents information about children's specific learning needs or ideas on how they can support learning at home.

## Setting details

<b>Unique reference number</b>	EY426590
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	852700
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Maple Grove Pre School Committee
<b>Date of previous inspection</b>	12 January 2012
<b>Telephone number</b>	01442426310

Maple Grove Pre School was registered in 2011. It is situated in a building within the grounds of Maple Grove Primary School. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 12 noon until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

