

Hallgrove Community Pre-School



Care of Ludwick Family Club, Hall Grove, Welwyn Garden City, Hertfordshire, AL7 4PH

Inspection date	17 March 2017
Previous inspection date	4 November 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Ofsted has not been notified of changes to the members of the pre-school committee.
- Ongoing observations and assessments are not used effectively. Staff do not identify children's precise next steps in learning to inform the planning and teaching of suitably challenging activities for all children.
- The manager does not use supervision meetings to effectively improve staff's knowledge, understanding and practice.
- Staff do not always promote effective strategies to engage parents in their children's learning, both in the setting and at home.

It has the following strengths

- Children's personal, social and emotional development are promoted well through regular praise and sensitive reassurance. Children develop strong bonds and attachments with the staff and demonstrate that they are happy and settled.
- Children's physical development is effectively encouraged. Staff provide daily opportunities for them to enjoy fresh air and exercise. For example, children explore a variety of resources to support their large-muscle skills in the large hall or outside area.
- Children's behaviour is managed very well. Staff are consistent in their approach to dealing with unsuitable behaviour. They support children through role modelling and discussion. This helps them to learn right from wrong.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the use of ongoing observations and assessments to identify children's next steps, inform planning and extend children's learning so they all make the best progress possible	28/04/2017
■ implement effective supervision and monitoring of staff to identify inconsistent practice and training needs and use this to improve the quality of teaching.	28/04/2017

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

- extend opportunities for sharing ideas and information with parents to further support their children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection and she viewed some children's observation and assessment records.
- The inspector discussed staff practice and observed a number of interesting activities with the manager.
- The inspector held a meeting with the manager and staff team. She looked at relevant documentation, such as the setting's policies and procedures. She saw evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management requires improvement

Ofsted has not been informed of changes made to the committee. However, the risk to children is minimal because existing committee members are staff and all staff have a relevant Disclosure and Barring Service check in place. This ensures that they are suitable to work with children. The manager does not carry out effective supervision meetings to support, coach and monitor staff practice. This means staff's professional development does not focus in improving teaching or the learning opportunities provided to children. The arrangements for safeguarding are effective. Staff demonstrate a suitable knowledge of the child protection policy and have attended safeguarding training. They know who to contact if they have concerns about children's welfare and the correct procedure to follow. Parents speak kindly of the staff team. However, staff do not support parents to extend their children's learning at home.

Quality of teaching, learning and assessment requires improvement

Staff complete some observations of children during their play but they do not use these to effectively assess where children are in their learning. Children's interests are incorporated into activities, which they enjoy taking part in. Staff do not identify children's precise next steps in learning to inform the planning and teaching of suitably challenging activities for all children. This means that staff do not have a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. For example, some of the most able children are not effectively challenged. Children's imaginations are suitably encouraged. For example, children make up their own games and ideas as they explore different items in the water tray. They enjoy exploring paint and extend this further independently by painting on their hands and making handprints. Staff use this opportunity to talk about which hand is bigger. This helps children to understand mathematical concepts, such as size.

Personal development, behaviour and welfare are good

Children learn about healthy lifestyles and are regular helpers with the organisation of snacktime. Their independence is encouraged as staff support them to peel, cut and prepare fruit for their friends. Staff talk to children about healthy food and how this contributes to healthy living. Children's understanding of good health is further extended through games and activities. For example, children join in with a shopping game. They confidently work together and describe to staff the food that is good for them. Children's emotional well-being is supported by caring staff who interact with children as they play. Staff teach children about their personal safety. For example, they remind them to be careful when walking around when the floor is wet to avoid them slipping over.

Outcomes for children require improvement

Children do not yet make good progress in their learning. However, they do enjoy a range of enjoyable activities that supports them in acquiring some of the skills they need for school. For example, they learn about similarities and differences between themselves and others, and how to treat others equally and respectfully.

Setting details

Unique reference number	148123
Local authority	Hertfordshire
Inspection number	1063624
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	19
Name of registered person	Hallgrove Community Pre-School Committee
Registered person unique reference number	RP911143
Date of previous inspection	4 November 2013
Telephone number	01707 880 890

Hallgrove Community Pre-School was registered in 1992. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only, from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs and/or disabilities.

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.

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