

Hadley Wood Pre-School and Playgroup

Hadley Wood Association Centre, Crescent East, Barnet, Hertfordshire, EN4 0EL



Inspection date

8 June 2017

Previous inspection date

18 June 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The vetting of all employed or voluntary staff and committee members is not good enough, putting children at risk of harm.
- Managers do not have a secure understanding of changes that must be notified to Ofsted. They have failed to provide the required information to enable Ofsted to determine the suitability of committee members.
- The premises are not kept secure, compromising the safety of children and staff.
- The manager does not make sure that all records are easily accessible or available for inspection. This specifically refers to suitability and vetting information, and certificates relating to safeguarding and paediatric first-aid qualifications.
- The provider does not keep an accurate daily record of the hours that children attend.
- At times, group activities are not organised effectively to enable younger children to engage and get the most out of the learning experiences.

It has the following strengths

- Key persons have a good understanding of each child's learning needs and help children to feel secure.
- Staff communicate effectively with parents, sharing information about children. Parents comment that they feel involved and up to date with their children's progress.
- Children are happy, independent and confident. Their learning and development are supported well.

What the setting needs to do to improve further

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

	Due Date
■ ensure that enhanced Disclosure and Barring Service checks are obtained and there are effective systems in place for vetting the suitability of all staff, volunteers and committee members	30/06/2017
■ provide Ofsted with the information they require to carry out suitability checks for all committee members	30/06/2017
■ improve security and take all reasonable steps to prevent unauthorised entry to the premises to ensure the safety of children and staff	23/06/2017
■ make sure that all records are easily accessible and available for inspection, specifically evidence of the vetting and suitability checks of committee members and certificates relating to paediatric first-aid and safeguarding	30/06/2017
■ keep an accurate daily record of children's hours of attendance.	30/06/2017

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

- review the organisation of group activities to ensure they are effective in supporting every child to engage and learn as well as possible.

Inspection activities

- The inspector sought the views of children and parents, and took account of their views.
- The inspector observed children and staff's interactions, and the quality of teaching during activities.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of suitability of the committee and the staff.
- The inspector look at the setting's policies and procedures.

Inspector

Havva Pavli

Inspection findings

Effectiveness of the leadership and management is inadequate

The manager does not have a clear understanding of the information that Ofsted requires to carry out suitability checks. Furthermore, she has failed to carry out rigorous vetting of all members of the committee and staff to ensure their suitability. The premises are not secure. The front door to the premises is left open until 9.30am and is not monitored. The back gate is left unlocked throughout the day. This means that there is a risk that unauthorised persons may enter. Staff do not keep an accurate record of children's hours of attendance. Safeguarding is not effective. However, staff are aware of whom to report concerns to and knowledgeable about possible signs of abuse. Suitable policies and procedures are in place and reviewed annually. The manager has regular supervision meetings with staff and monitors the quality of their teaching and practice. She arranges suitable training opportunities.

Quality of teaching, learning and assessment is good

Practitioners provide a wide range of challenging and suitable activities, both indoors and outside. They understand how to plan for children's individual next steps in learning. Assessments of children's progress are accurate and regular. They use an online journal to help inform parents of their child's progress. Parents have the opportunity to share information with staff through this online system. Feedback is also given daily when parents collect their child. Practitioners promote children's early literacy and mathematical skills well. Children are encouraged to talk about their own experiences, for example, as they engage in role-play activities, such as a pretend tea party or aeroplane journey. They happily discuss where they are going and use props to develop their ideas. However, younger children are not supported as well as possible to engage and maintain their attention during group activities.

Personal development, behaviour and welfare are inadequate

Children's safety and welfare are not adequately promoted due to weaknesses in leadership and management. Although all staff state that they have completed safeguarding training and all but one have completed paediatric first-aid training, this could not be verified. Certificates were not available for inspection. Even so, practitioners are positive role models and they teach children the boundaries of the setting. Staff are kind, welcoming and caring. They are good role models for the children, who form positive relationships with them. Practitioners teach children about leading healthy lifestyles and children have daily opportunities for outdoor play. Staff teach children values, such as respecting differences between themselves and others, and understanding right and wrong. They use books to help children understand life experiences, such as visiting the dentist. Children learn about the different festivals of their local communities.

Outcomes for children are good

Children are making good progress in their learning and development. All children listen and behave well. Some children are able to write their names, sound out the alphabet and blend sounds together to read words, such as 'cat' and 'mat'. Children's communication and language skills also develop well and they are able to express themselves very well.

They hold conversations with their friends and the practitioners. Children choose activities independently and play happily and confidently. Practitioners support children well when preparing them for school.

Setting details

Unique reference number	135297
Local authority	Enfield
Inspection number	1089514
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	43
Number of children on roll	48
Name of registered person	Hadley Wood Pre-School Association Committee
Registered person unique reference number	RP524382
Date of previous inspection	18 June 2015
Telephone number	020 8449 6089

Hadley Wood Pre-School and Playgroup registered in 1968. It operates from a community centre in Hadley Wood in the London Borough of Enfield. The pre-school opens during term time, from 9.15am until 1pm on Monday and Friday, and from 9.15am until 2.45pm on Tuesday, Wednesday and Thursday. There is a team of 13 staff, two of whom hold qualified teacher status and eight of whom hold relevant qualifications at levels 2 or 3.

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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