

Aston Pre-School

Aston Village Hall, ASTON, Hertfordshire, SG2 7ED



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| Inspection date | 23 January 2018 |
| Previous inspection date | 22 October 2014 |

| 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 | | Good | 2 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

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

- The provider has not provided Ofsted with the relevant information for all committee members to enable them to check the suitability of these individuals.
- The provider does not make all records accessible to Ofsted on request. The provider has not sought permission to keep records securely off the premises.
- The views of all parents are not sought to help evaluate the provision and identify areas for improvement.
- Occasionally, children are not given enough time to think about and respond to staff's enthusiastic questioning.
- Staff do not always gather detailed enough information from parents about their child's prior learning, to sharply focus on children's precise learning needs.

It has the following strengths

- The newly appointed manager is enthusiastic and ambitious. Staff positively benefit from her experience and the new skills she gains through training, as she shares these with them. Frequent supervision meetings fully support staff to promote good outcomes for all children.
- Children demonstrate that they feel relaxed and confident in this welcoming nursery. They form warm and secure bonds with their key person and all members of staff. For instance, children express their affection for staff as they give them a cuddle.
- Children enjoy participating in stimulating activities. They enjoy using brushes and small tools to find toy dinosaurs hidden in sand and learn about the role of an archaeologist.

What the setting needs to do to improve further

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

| | Due Date |
|--|------------|
| ■ provide Ofsted with relevant information to enable the checking of all committee members to be completed | 06/02/2018 |
| ■ ensure that permission is sought from Ofsted to keep records securely off the premises, and ensure all required records are made available to Ofsted on request. | 06/02/2018 |

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

- explore ways to gather and use the views of parents in the evaluation process to help identify further ways to enhance the quality of the provision
- provide more opportunities for children to enhance their thinking and speaking skills as they formulate answers and respond to questions posed during their play
- gain more detailed information from parents about what their child knows and can already do.

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 during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the secretary of the committee. She looked at relevant documentation and evidence of the suitability of staff and committee members.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has not made arrangements to provide Ofsted with the relevant information to enable them to complete checks for some committee members. However, there is minimal impact on children. Disclosure and Barring Service checks have been carried out on these individuals. They do not have unsupervised contact with children and those without checks are not responsible for the recruitment of staff. The arrangements for safeguarding are effective. Staff demonstrate a good understanding of how to identify and act upon any concerns about children's welfare. The manager does not ensure that all records are accessible, such as records of complaints, and permission has not been sought to keep any records off the premises. Children who have special educational needs and/or disabilities make good progress. Staff work in close partnership with professionals and parents to implement agreed strategies. The manager closely reviews the range of learning activities and children's ongoing progress. However, self-evaluation does not successfully identify breaches in requirements or incorporate the views of parents.

Quality of teaching, learning and assessment is good

The dedicated staff team creates a warm and vibrant environment where children are motivated to learn. They skilfully adapt activities according to children's needs and preferences. Children develop good listening and attention skills as staff immediately capture their attention during group story time. Staff plan exciting creative activities. For example, children dip their hands and potatoes that are cut in half into different coloured paint and make prints on a large piece of paper. They are fascinated how the colours change when they mix them with others. Staff work in partnership with parents and staff at other settings that children attend to support continuity in children's learning.

Personal development, behaviour and welfare require improvement

Children's well-being is not fully protected due to weaknesses in leadership and management. All staff are positive role models. Children behave well and politely ask to leave the table when they have finished eating. They enjoy a healthy snack and learn where food comes from and how it grows during regular visits to local allotments. Children develop good physical skills. They grow in confidence as they balance and independently walk along a raised plank of wood.

Outcomes for children are good

Children are independent individuals. They make good progress in relation to their starting points. Children experiment with toy vehicles they build to identify if they will move along the wooden train track. They solve mathematical problems, such as simple subtraction. Children link the letters they write to the sounds that they represent. They gain the necessary skills needed to help prepare them for their future learning at school.

Setting details

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| Unique reference number | 146425 |
| Local authority | Hertfordshire |
| Inspection number | 1103029 |
| 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 | 25 |
| Number of children on roll | 37 |
| Name of registered person | Aston Pre-School Committee |
| Registered person unique reference number | RP907501 |
| Date of previous inspection | 22 October 2014 |
| Telephone number | 07790995175 |

Aston Pre-School registered in 1983 and is situated in the village of Aston. It is managed by a voluntary management committee. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens from 9.15am until 3pm, Monday, Tuesday, Wednesday and Friday, and from 9.15am until 12.15pm on Thursday, during term time only. It provides funded early education for three- and four-year-old children.

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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