

Orbital Pre School

Orbital Community Centre, Haines Way, Watford, Hertfordshire WD25 7QU



| | |
|--------------------------|-------------------|
| Inspection date | 28 September 2018 |
| Previous inspection date | 15 July 2015 |

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

Summary of key findings for parents

The provision is good

- Staff complete observations of children's skills and effectively identify their ongoing next steps in learning. The manager and staff work together to ensure that gaps in children's development are narrowed through planning. Children have the support they need and make good progress.
- Teaching is good. Staff lead engaging and challenging activities for children. For example, they teach children to follow a recipe to make a milkshake. Children chop the fruit, add the milk and observe how the blender works. They enjoy tasting the fruit and the milkshake, and delight in moving their bodies pretending to be a blender.
- Staff work well with parents to promote children's well-being. Children benefit from routines and activities tailored to their needs and settle quickly. Staff are welcoming and create a warm environment for children, who arrive excited at the pre-school and show strong bonds with staff and peers.
- The manager and staff carry out effective risk assessments of the premises each day. These help to ensure that children play in a safe environment. Staff engage children in ongoing discussions on keeping safe to develop their awareness of personal safety.

It is not yet outstanding because:

- The manager does not provide staff with enough opportunities to enhance their professional development so that it focuses more specifically on developing an expert knowledge of teaching and learning.

What the setting needs to do to improve further

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

- enhance staff's professional development so that it focuses more specifically on developing an expert knowledge of teaching and 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 completed joint observations of activities with the pre-school manager.
- The inspector held meetings and discussions with the pre-school manager and looked at evidence of the suitability, training and qualifications of staff working at the pre-school. She discussed the pre-school's self-evaluation with the manager.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Karinna Hemerling

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff attend child protection training and are alert to the possible signs that indicate a child is at risk of harm. They are confident in their knowledge of safeguarding procedures and know how to proceed if they have concerns about a child or other adults. The manager has efficient vetting procedures. She engages staff in evaluating their practice and regularly discusses the effectiveness of routines and activities for children. The staff and manager track children's progress together to support children's needs promptly. They consult parents on their views of the services provided. This helps to improve outcomes for children continuously.

Quality of teaching, learning and assessment is good

Staff are qualified and experienced. They provide interesting learning experiences that motivate children well. For example, children show good engagement as they try to guess the name of fruit and vegetables by touching them. They communicate with confidence. Staff provide a good balance of adult-led and child-led play. They ensure that children have a choice of toys and activities to access. Staff know how to use spontaneous play to promote children's learning. For example, they teach children about healthy eating as they play pretend cooking. Children draw their favourite food and cut out pictures of food from magazines, as staff talk to them about the importance of eating well. Children develop skills across all areas of learning at a good pace.

Personal development, behaviour and welfare are good

The well-established staff team knows children well. Children show strong social skills. They enjoy the company of their peers, move around the environment with confidence and are enthusiastic to play. Staff effectively promote children's health and independence. For example, children learn to manage their personal hygiene, help staff during routines and enjoy healthy snacks. Children benefit from daily physical exercise. Staff teach children about festivals and other cultures. Children explore a variety of resources and activities that reflects their community and the world. Staff are good role models. Children understand what is expected of them and behave well.

Outcomes for children are good

All children make good progress from their starting points. They benefit from staff's good partnership with their parents and have continuous support between home and the pre-school. Children are confident, motivated and curious. For example, they use their creativity and imagination as they create a 'road' with traffic lights where they ride the bicycles. They play with enthusiasm and learn about traffic lights and road safety. Children access opportunities to develop their early writing and reading skills. They enjoy well-resourced drawing areas and regular reading sessions. Children develop important skills that support well their move to school.

Setting details

| | |
|--|---|
| Unique reference number | 130556 |
| Local authority | Hertfordshire |
| Inspection number | 10063520 |
| Type of provision | Sessional day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 21 |
| Name of registered person | Bennett, Kim |
| Registered person unique reference number | RP512530 |
| Date of previous inspection | 15 July 2015 |
| Telephone number | 07761278112 |

Orbital Pre School registered in 1977 and employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. An optional lunch club is available from 12.15pm until 1.45pm. The pre-school provides funded early education for two-, 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.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

