

Tudor Pre-School Group

c/o Tudor Primary School, Redwood Drive, Hemel Hempstead,
Hertfordshire HP3 9ER



Inspection date	8 May 2019
Previous inspection date	6 February 2017

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

Summary of key findings for parents

This provision is inadequate

- The provider has a poor understanding of their child protection responsibilities, particularly in relation to the procedures to follow in the event of an allegation of abuse being made against a member of staff.
- Management and staff fail to implement their mobile phone policy effectively, and not all members of staff are clear of the referral process in the event of a child protection concern. This is despite having attended recent training.
- The procedures for supervising staff's practice are weak. The manager does not monitor teaching or support staff to improve their teaching skills effectively.
- The quality of teaching is poor. Staff do not use their interactions with children effectively to help them to develop new skills and build further on what they already know. Therefore, children do not make the progress of which they are capable.
- Support and opportunities to help children who speak English as an additional language are limited. Therefore, they fail to reach an age-appropriate standard in the English language.
- Staff fail to plan and offer challenging play experiences that support and extend children's learning and development. As a result, noise levels rise, and children wander around and do not always concentrate well.
- Staff do not ensure that the learning environment supports the children to become fully involved in their play.
- Staff do not always supervise children well enough to support their health and well-being.

It has the following strengths

- Children are developing appropriate emotional attachments with the staff. They demonstrate that they feel safe and secure.

What the setting needs to do to improve further

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

	Due date
ensure the provider has a secure understanding of their safeguarding roles and responsibilities	28/06/2019
ensure all staff understand the safeguarding policy and procedures, including the implementation of the mobile phone policy	28/06/2019
implement effective supervision and coaching arrangements for staff, to promote good-quality teaching	28/06/2019
improve the quality of teaching to ensure all children are consistently engaged in challenging, purposeful play	28/06/2019
improve opportunities for children who speak English as an additional language to make good progress in their communication and language development	28/06/2019
ensure the learning environment enables children to become fully involved in purposeful play	28/06/2019
ensure that staff supervise children effectively at all times	28/06/2019
use information about children's development to plan appropriate, challenging and enjoyable experiences.	28/06/2019

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 a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a local authority representative, and a member of the pre-school committee during the inspection.

Inspector
Ann Austen

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. Staff recognise signs of abuse and neglect. However, some staff are less confident about what to do in the event of a concern about a child in their care. This compromises children's well-being in the event of a child protection concern. Written safeguarding policies are in place to support practice, which include prohibiting the use of mobile phones within the pre-school environment. However, management does not ensure that this procedure is consistently adhered to. On the day of the inspection, a person was observed using their mobile phone on the premises. The pre-school committee has received minimal help to support them to understand their roles and responsibilities. This includes developing their understanding of how to deal with safeguarding concerns, and what to do in the event of an allegation of abuse being made against a member of staff. The manager and staff complete daily checks of the environment to remove and minimise potential risks to children. However, staff do not supervise children well enough, therefore they are not always alert to accidents that occur so that they can take swift action to keep children safe and well. Reflective practice is ineffective and not sharply focused on how to raise and sustain the overall quality of the provision. The manager's supervision of the staff's practice is weak. Staff are not consistently supported to improve their existing knowledge and skills. This includes supporting staff to improve the quality of their teaching. As a result, children fail to reach their full potential. The manager is beginning to implement procedures to monitor the progress of different groups of children.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is poor, and children do not make the progress of which they are capable. For example, children who speak English as an additional language do not always receive the support they need from staff to develop their speaking skills. Staff frequently miss opportunities to ask probing questions to challenge children's thinking and understanding as they play. This includes developing children's problem-solving skills. As a result, children's interests in the activities are not sustained. Staff make observations and assessments of the children as they play. However, this information is not effectively used to plan and support children's individual developmental needs or help them to address any gaps in their learning in a timely manner. Nevertheless, children demonstrate that they enjoy their time at the pre-school. Children use tools to dig in the sand, colour pictures and build tall structures out of bricks.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management and quality of teaching compromise children's safety, welfare and development. Staff do not provide a stimulating environment or challenging range of activities. For example, resources provided in the home corner and shop are minimal. This hinders children's imaginative and creative skills. Overall, the activities are disorganised. As a result, some children run around, noise levels rise and behaviour deteriorates. This means children do not have an appropriate environment to concentrate in and listen. Children enjoy being physically active in the outdoor area. They manoeuvre wheeled toys and climb on the climbing apparatus. Staff help children to gain an awareness of healthy lifestyles. They wash their

hands before eating and offer fruit for snack. Staff spend time talking to parents about their child's care, known medical needs and stage of development on entry. They form appropriate links with the adjoining school, which supports transitions into the Reception class. Parents comment positively about the pre-school.

Outcomes for children are inadequate

Weaknesses in the teaching and planning arrangements mean that children are not provided with challenging and inspiring activities that meet their individual needs. Children who speak English as an additional language learn some new skills but do not catch up with their peers. They are not well prepared for school. Older children do gain some skills that aid their learning in preparation for school. They hold crayons to colour pictures, express their needs and demonstrate appropriate self-care skills. Children develop their hand-to-eye coordination and control skills as they learn to thread objects and fill buckets with sand.

Setting details

Unique reference number	129404
Local authority	Hertfordshire
Inspection number	10104911
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	70
Name of registered person	Tudor Pre-School Group Committee
Registered person unique reference number	RP901981
Date of previous inspection	6 February 2017
Telephone number	01442 256294

Tudor Pre-School Group registered in 1992 and is located in Hemel Hempstead, Hertfordshire. It is managed by a voluntary committee made up of parents. The pre-school employs eight members of childcare staff. Of these, four members of staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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