

Inspection of Tudor Pre-School Group

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

Inspection date: 4 October 2019

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The pre-school committee lacks knowledge of how to implement some of the early years foundation stage requirements. This has an impact on the safety and well-being of children. The committee has failed to notify Ofsted of recent changes to the nominated individual and manager. This means that Ofsted has been unable to complete suitability checks to ensure children's safety and well-being are not compromised.

Staff provide a bright, warm and welcoming environment for children. They promote children's emotional security well. Staff join children as they play and offer plenty of praise. They motivate and support them to learn and are very attentive to their needs. They watch, listen and respond to children at appropriate times.

Children demonstrate that they are happy and feel safe and secure. They quickly settle into routines and develop relationships with staff and other children. Parents are very happy with the provision. They comment on the many positive changes that have been made within the pre-school and the staff team.

Staff skilfully use a variety of teaching strategies to enhance children's learning. For example, they encourage children to join in singing songs and rhymes. Children concentrate and laugh as they enjoy moving their bodies enthusiastically to action songs. Mathematical skills are promoted well through activities and daily routines. For example, children connect plastic pipes of different shapes and sizes and learn about quantity as they count how many cups of rice they need to run through their constructions.

What does the early years setting do well and what does it need to do better?

- Recent changes to the management team have had a very positive impact. Managers have worked hard together to make significant improvements since the last inspection and some changes are in their early stages. Staff's knowledge and understanding of children's learning are good. The manager is continuing to embed systems to support this area. Arrangements for the supervision of staff are being introduced and have yet to be established in practice and therefore effective. A thorough self-evaluation has been undertaken and action plans formed to move forward further improvements.
- Children are well behaved and try very hard to succeed at tasks. They thoroughly enjoy the wide range of activities provided and play with great enthusiasm. Staff provide children with interesting activities that extend and challenge their learning. For example, they use mathematical language when making bread, by counting how many cups are needed of each ingredient. They mix the ingredients together and form rolls.

- Staff provide good support for children who speak English as an additional language. They skilfully use pictures, books and resources, such as puppets, and speak in clear, short sentences. This helps children to begin to understand English.
- Children learn about the wider community around them. During a recent visit to a nearby supermarket, children thoroughly enjoyed choosing and paying for ingredients for a cooking activity. They were excited to meet and talk with the local police, and later the postman, during their walk.
- Partnership working is good. The manager and staff work closely with external agencies, including the school, in the best interests of children. Staff regularly share care information and talk to parents about how their child's day has been. However, information about children's learning is not consistently shared with parents. This means that parents are not fully supported to build on their child's learning at home.
- Children enjoy playing in the outdoor area. They learn how to develop healthy lifestyles, such as the importance of exercise. They have many opportunities for physical play as they take part in running and jumping games, and manoeuvre their cars and bicycles around the marked track. Children enjoy digging and planting in the new garden area. They are beginning to recognise different smells, such as lavender, in their sensory garden.
- Staff help children to learn about healthy eating. Children enjoy eating their lunch with staff and having sociable conversations. However, staff do not use some opportunities during this time to further promote children's independence.

Safeguarding

The arrangements for safeguarding are not effective.

The members of the pre-school committee do not fully understand their roles and responsibilities. They have failed to notify Ofsted of the recent change to the manager and nominated individual. Since updating their knowledge, staff have a sound understanding of the different types, signs and symptoms of abuse. They are aware of the procedures to follow should they have any concerns about a child's welfare or the actions of a member of staff. Rigorous, daily risk assessments are carried out in all areas used by the children and swift action taken to minimise identified hazards.

What does the setting need to do to improve?

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

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| | Due date |
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| ensure the provider fully understands their safeguarding roles and responsibilities, with particular regard to changes that must be notified to Ofsted | 08/11/2019 |
| ensure arrangements in place for the supervision of managers and staff identify professional development opportunities and provide support to further promote the interests of children | 08/11/2019 |
| ensure parents are provided with suitable information to help them build on children's learning at home. | 08/11/2019 |

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

- use more opportunities to increase children's independence skills.

Setting details

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| Unique reference number | 129404 |
| Local authority | Hertfordshire |
| Inspection number | 10107256 |
| 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 to 4 |
| Total number of places | 26 |
| Number of children on roll | 28 |
| Name of registered person | Tudor Pre-School Group Committee |
| Registered person unique reference number | RP901981 |
| Telephone number | 01442 256294 |
| Date of previous inspection | 8 May 2019 |

Information about this early years setting

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 seven members of childcare staff. Of these, three 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 11.45am and 1.15pm until 3.30pm, with a lunchtime session also provided. 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.

Information about this inspection

Inspector

Lorraine Sunter

Inspection activities

- The inspector carried out a tour of the provision with the manager.
- The inspector spoke with a representative of the committee and external persons linked with the provision.
- The inspector spoke to staff and children and held a meeting with the manager.
- The inspector looked at a sample of relevant documents including staff qualifications, suitability checks and safeguarding policies.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection 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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