

Inspection of Little Furze Pre-School

South Oxhey Childrens Centre, Northwick Road, WATFORD WD19 6NL

Inspection date:

28 September 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is compromised because the provider demonstrates insufficient understanding of their responsibility to meet the requirements of the early years foundation stage. The provider has failed to notify Ofsted when there has been a change to committee members. This means that Ofsted has been unable to complete appropriate suitability checks to ensure that those with access to information about children and the running of the pre-school are suitable to do so. Furthermore, the provider has not informed Ofsted of changes to details of existing committee members.

Children are happy at the pre-school. They are excited to arrive and separate from carers well. They are greeted by the enthusiastic manager and nurturing key staff. This supports children to feel secure and settle swiftly into their play. Children enjoy a wide range of activities that staff adapt well to meet the needs of all children. For example, in a dough activity, staff support younger children to describe the textures they feel. Older children make handprints in the dough and place them in size order.

Children enjoy a language-rich environment. Staff support them to develop early literacy skills through exciting activities. For example, children have been exploring 'We're Going on a Bear Hunt' during story time. Staff encourage them to recall their past learning and create their own bear hunt in the extensive outdoor area.

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

- The provider does not have sufficient knowledge and understanding of the correct process to follow when there are new committee members, or there is a change in the details of existing committee members. This compromises children's safety.
- Children have a strong understanding of the importance of healthy lifestyles. They tell staff that they must eat their healthy, savoury foods and fruit before eating their desserts. Children follow essential hygiene routines well and have plenty of access to fresh air and exercise in the well-planned outside area.
- Partnerships with parents are strong. Parents speak highly of the manager and staff, and the nurturing care they provide. They comment on how children form close relationships with their key staff. Parents value the regular communication they receive about children's learning, and the ideas staff share to support children's development at home.
- The manager and staff support children's transitions well. They share vital information with school and nursery teachers. This supports children to settle swiftly in their new settings. The manager and staff understand the importance of developing children's independence. Children hang up their possessions and

are competent at putting their coats and shoes on. They clear away their own used plates and cups after meals and snacks. This prepares them for the routines of school.

- The manager reflects well on all areas of practice. She seeks feedback from parents and other professionals to identify gaps in teaching. The manager continually assesses the needs of all children who attend the setting. This allows her to adapt her practice to meet these needs. For example, she has recently improved the garden area to allow continuous access. This supports the physical development of children who have limited access to outdoor space.
- Children behave well in the pre-school. They understand routines and follow instructions well. Children have a positive attitude to learning, which staff encourage. For example, children are excited to join in when it is time to tidy up. Enthusiastic staff make this a fun activity by offering lots of praise, and reward children's efforts with stickers. When children display inappropriate behaviour, staff are swift to intervene. However, they do not always encourage children to explore the consequences their actions may have on themselves and others.
- The manager completes regular appraisals and supervisions on all staff to identify weaknesses in their practice. The manager also uses these meetings to explore areas where staff wish to develop further. The provider and manager are swift to access additional training to build on staff knowledge around these specific interests. However, methods of coaching and mentoring are not yet sufficient to support staff to identify ways in which to improve their practice.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not fully understand their responsibility to keep children safe. They have failed to follow procedures to notify Ofsted of new committee members. They have also not made Ofsted aware of changes to the details of existing committee members. However, the manager and staff have robust knowledge of the signs and symptoms that could indicate a child is at risk of harm. They explain the correct process to follow when raising concerns about the welfare of a child and the need to do so in a timely manner. The manager ensures staff complete appropriate first-aid and safeguarding training in line with local authority guidelines. Staff supervise children well in all activities and complete regular risk assessments of all areas of the pre-school.

What does the setting need to do to improve?

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

	Due date
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ensure Ofsted is provided with necessary information to complete suitability checks for all persons who are connected to the registered body	26/10/2022
ensure members of the committee fully understand their legal responsibilities, with particular regard to changes that must be notified to Ofsted.	26/10/2022

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

- support children's understanding of why certain behaviours are inappropriate and the impact their actions can have on themselves and others
- enhance current methods of coaching and mentoring to enable staff to identify ways in which to improve their practice.

Setting details

Unique reference number	EY339025
Local authority	Hertfordshire
Inspection number	10233699
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 at time of inspection	2 to 3
Total number of places	30
Number of children on roll	29
Name of registered person	Little Furze Pre-School Committee
Registered person unique reference number	RP904036
Telephone number	07776287902
Date of previous inspection	25 November 2016

Information about this early years setting

Little Furze Pre-School registered in 2006. The pre-school employs seven members of staff, all of whom hold appropriate early years qualifications at level 2 or above, including the manager who holds an early years qualification at level 5. The pre-school opens Monday to Friday, term time only. Sessions are from 9.15am until 11.30am. A lunch club operates from 11.30am until 12.45pm. On Tuesdays, Wednesdays and Thursdays, afternoon sessions are offered from 12.45pm until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Antonia Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector considered the views of parents by speaking to several during the inspection.
- The manager and inspector completed a learning walk together to look at how the curriculum is planned.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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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