

# Inspection of Little Furze Pre-School

South Oxhey Children's Centre, Northwick Road, Watford WD19 6NL

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Inspection date: 17 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy choosing toys and activities that interest them. They learn to share and take turns with their peers, which helps them to build important social skills. Children play together to build a tall tower out of wooden bricks and excitedly show staff what they have done. Children welcome help from staff to lift them up so that they can place bricks on the tower when they can no longer reach the top. They laugh when the tower topples and talk about what might have caused this to happen. This helps children to develop their skills to think and solve problems for themselves.

Children begin to manage age-appropriate risks for themselves. They consider how slippery outside surfaces and steps might be when it is frosty. Children listen to the advice given by staff to be careful while they work out if they can walk, run or climb without slipping. This helps children gain confidence in their own abilities to keep themselves safe.

From a young age, children learn how to put their coats on for themselves and how to clear away their plates and cups after snack time. This helps children to develop the confidence and skills for independence in preparation for moving on to nursery or school.

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

- Since the last inspection, the management team and staff have made significant improvements to help keep children safe and to raise the personal development of children. For example, all staff attended training to help increase their understanding of how to manage children's behaviour in ways that foster a harmonious atmosphere in the pre-school.
- The manager and her deputy have a clear overview of the progress that all children make. This helps to ensure that any gaps in learning are quickly addressed through focused teaching and learning opportunities.
- Children who speak English as an additional language are supported effectively. Staff take time to speak clearly to children and use picture cues and gestures to help strengthen their communication. Children confidently lead staff to show them what they want or need. Staff sit with children to read them books and use simple sentences and phrases to ask questions or to give explanations. This helps children to build on their vocabularies.
- The manager uses additional funding effectively for individual children. She finds out from children's key persons what equipment or activities are most beneficial to help support children's individual learning. This helps children to build on what they already know and understand.
- Children are keen to learn. They enthusiastically accept challenges staff set

them, such as completing even more complex puzzles compared to those they have already finished. Staff give children stickers in recognition of their achievements. Children are proud to show others their stickers. This helps to build their self-esteem and motivates them to have a go at new tasks.

- Children settle well in the pre-school. They quickly build trusting relationships with their key person and other staff. When children first join the pre-school, staff find out what they are interested in, which helps to give a focus for the resources that staff use to support learning. This helps children to build on what they know and understand from their early days in pre-school.
- Staff plan children's days so that they have opportunities to learn in different environments. For example, children run, climb and balance in the garden, which helps to promote their physical development. However, there are times when the inside is more popular. At times, this results in this area becoming crowded. This means that children do not always have space to freely explore and use resources effectively to help maximise their learning and individual expression.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider ensures that all staff complete regular training and refreshers in their knowledge and understanding of how to safeguard children. All staff know how to record and report any concerns that they might have about children's well-being. This includes how to report concerns about other adults working in the pre-school, which contributes to a strong ethos to keep children safe. The provider ensures that appropriate suitability checks for staff and trustees are carried out in a timely manner.

## **What does the setting need to do to improve?**

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

- review and make use of the available space in the most effective way to further enhance children's learning and well-being.

## Setting details

<b>Unique reference number</b>	EY339025
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10259531
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Little Furze Pre-School Committee
<b>Registered person unique reference number</b>	RP904036
<b>Telephone number</b>	07776287902
<b>Date of previous inspection</b>	28 September 2022

## Information about this early years setting

Little Furze Pre-School registered in 2006 and shares the site of Oxhey Wood Primary School and South Oxhey Family Centre. The pre-school employs 10 members of staff. Of these, six 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 is open from Monday to Friday during term time only. Sessions are from 9.15am until 11.30am. A lunch club operates from 11.30am until 12.45pm. On Tuesday, Wednesday and Thursday, 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**  
Katrina Rodden

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken this into account in their evaluation of the pre-school.
- The manager took the inspector on a learning walk of the pre-school. The manager described how resources and teaching support children's continued learning and development.
- The inspector observed activities inside the pre-school and in the garden. She spoke to staff and children at appropriate times throughout the inspection.
- Relevant documents were viewed by the inspector, including evidence that suitability checks have been carried out.
- The inspector held meetings with a member of the management committee and the manager.
- The manager and the inspector jointly observed an activity, and the manager identified how teaching impacts on children's learning and progress.
- A small number of parents spoke to the inspector, who 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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