

Little Gaddesden Preschool Group

Inspection report for early years provision

Unique reference number EY380401
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Inspector Gillian Charlesworth

Setting address Little Gaddesden Village Hall, Church Road, Little Gaddesden, Hertfordshire, HP4 1NX

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little Gaddesden Preschool Group has been open for many years and re-registered under new management in July 2008. It is personally managed on a day-to-day basis by the owner. It operates from the village hall in a rural location near Hemel Hempstead, Hertfordshire. The group has access to a hall, back room, kitchen, storage space and toilets. All children have shared access to a secure, enclosed outside area. Access to the premises is on one level and there are facilities for the disabled.

The group is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 33 children may attend at any one time. It is open for 38 weeks of the year on Monday, Tuesday, Wednesday and Friday from 09:00 to 13:00 which includes an optional lunch club. The group also opens for two weeks during the summer holidays where children up to the age of eight years may attend for play sessions. There are currently 29 children aged from two to four years on roll who are within the Early Years Foundation Stage (EYFS). Of these, 13 children receive funding for nursery education. Children have varying attendance patterns and come from a wide catchment area. Currently, there are no children attending with English as an additional language nor with learning difficulties and/or disabilities.

Little Gaddesden Preschool Group employs six staff. Of these, three including the manager, hold appropriate early years qualifications. The group works in partnership with the local school and receives support from the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

The setting is a strong provision and provides effectively for children through an enthusiastic and dedicated staff team who support the children well and offer an inclusive and welcoming child-centred service. The vast majority of policies and procedures safeguard children's welfare and are developing to ensure parents are fully informed and that children make good progress in their learning and development. The group shows a high level of commitment to continuous improvement and strives for good quality education and care through a proactive approach and a combination of formal and informal self-evaluation.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further parents' understanding and contribution to the policies of the setting and the two-way flow of information with reference to sharing information regarding children's starting points
- develop further the systems for safe recruitment in line with statutory guidance, ensuring that decisions of suitability are based on a range of

evidence including medical suitability and declarations that may affect an applicant's suitability to work with children

- develop further the safeguarding policy in line with Local Safeguarding Children Board (LSCB) guidance and procedures and ensure that staff are familiar with the steps to be taken when a concern about a child's welfare or safety is raised or children arrive with an existing injury; including clearly defined recording procedures.

The leadership and management of the early years provision

The setting runs smoothly on a day-to-day basis with enthusiastic and committed staff who are suitably vetted, experienced and well qualified. Consequently children's good behaviour, sense of security and well-being are effectively promoted. Contingency plans for staff absences work well although procedures to recruit new staff are not yet fully developed. Indoor resources are used well by the children because they are stimulating, link to their interests and are informed by responsive planning.

Records, policies and procedures are well organised and clearly defined to ensure the safe and efficient management of the children. This includes the safeguarding policy that is readily available and underpinned by staff's sound knowledge of signs and symptoms of abuse. However, procedures are less well developed to ensure that staff are fully confident with recording concerns, existing injuries and procedures in line with the Local Safeguarding Children Board. This has the potential to impact on children's welfare. Risk assessments are effective and complemented by the arrangements for staff deployment and their vigilance to maintain children's safety.

The manager is proactive and recognises how to extend effective practice. She works closely with staff, the partner school and local support workers to develop the provision further. She is evaluating the effectiveness of the provision through a combination of formal and informal self-assessment. The setting therefore has accurately targeted plans to make improvements that will have a beneficial impact on the children and help improve outcomes for every child. For example, improving access and resources outdoors in all weathers; developing assessment of children's learning and ensuring children are at the heart of the provision by minimising adult-directed routines and activities such as snack and whole group times.

Partnerships with parents are well established and ensure each child's needs are met. Positive relationships are evident from the parents' feedback. There is a two-way flow of information that includes discussions, parent meetings, newsletters and gradual settling-in visits. Documentation such as the parent brochure is undergoing review. Consequently, arrangements are not yet robust to ensure that new parents are fully informed of the setting's policies and procedures and to involve them in sharing information regarding children's starting points in their learning and development.

The quality and standards of the early years provision

Staff work well as a team to support children's welfare, learning and development and help children to make as much progress as they can by encouraging them to develop new skills and solve problems. For example, staff purposefully help children to open and close scissors that are carefully chosen to meet left or right handed preferences as they cut card. As children achieve, they show a sense of pride saying 'I can cut because I am a big girl'. Consequently, children show positive dispositions and attitudes towards their learning.

Responsive planning is being developed linked to children's needs and interests therefore all children happily engage in purposeful and active play. Adult-led activities are generally targeted for older children although all are welcome to join in. Staff carefully adapt activities for individual children. For example, more able children write their names independently; fold and cut paper to make snowflakes; count the snowflakes and write number labels to correspond to the patterns. Others enjoy using tools, spreading glue and sprinkling glitter at their own pace.

Children are making good relationships with one another and are supported by staff who engage in meaningful conversations and, when asked, warmly explain why their friends are not attending. Staff support their self-care skills, consistently providing opportunities for children to be independent learners. For example, providing a positive learning environment and accessible resources such as a dustpan and brush to sweep pasta from the floor; waste buckets to empty their individual hand-washing water themselves and named boxes that enable them to recognise familiar print and store personal items or artwork to take home.

Children enjoy the role play doctor's surgery which sustains their interest for long periods, dressing-up in doctors and nurses clothes independently and with support. They use the telephone imaginatively, developing their confidence in communicating. Some make good use of the spectacles when they tap on the keyboard making appointments or write notes on the notepad. As staff introduce new ideas such as ambulances, children begin an imaginary journey and take their first aid kit and notebook along.

Staff are good role models and praise children constantly so they are very well behaved and have good self-esteem. They have time to resolve their own minor disagreements and minimise frustrations by cleverly calling 'there's a fire', drawing on their knowledge from a fire brigade visit and relocating their surgery. This demonstrates their awareness of safety procedures through play. Their good health is promoted because children can decide when to have a healthy fruit snack and are encouraged to pour their own drinks. They have access to fresh air in the garden for some of the session and enjoy developing strength and coordination using the range of cars or holding up red and green signs as staff question and extend their knowledge of road safety. They develop ideas with staff using their imagination outside but there are missed opportunities to extend play outside because the outdoor area and range of resources are not yet fully developed. Visits to the adjoining school and local park are planned to help children develop a sense of community.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards, or Early Years Foundation Stage Welfare and Learning and Development requirements.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.