

Orchard House Pre-School

Inspection report for early years provision

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Inspection date	09/02/2011
Inspector	Ann Cozzi
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Type of setting	Childcare on non-domestic premises

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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 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.

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Description of the setting

Orchard House Pre-School is a registered charity which is committee run. It was registered in 1995 and operates from a building owned by East Hertfordshire District Council on the outskirts of the town of Ware, Hertfordshire. A maximum of 26 children may attend the pre-school at any one time. Children come from the local community and surrounding area.

The pre-school is open five days a week from 9.15am until 12.15am and operates afternoon sessions from Monday to Thursday from 12.45pm until 3.45pm school term time only. All children have access to a secure enclosed outdoor play area. The setting supports a small number of children who have English as an additional language.

The pre-school employs five members of staff. All staff hold appropriate early years qualifications. The setting receives support from the Local Authority development worker and the Pre-School Learning Alliance. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Each child's needs are known and understood by staff which ensures that they successfully support children's welfare and learning. Children are safe and secure and enjoy learning about the local community and the world around them. Partnerships with parents, local schools and other agencies are established ensuring that children's needs are met along with any additional support needs. This means that children progress well given their age, ability and starting points. Regular self-evaluation by the manager and staff makes sure that priorities for improvement are identified and acted on, resulting in a provision which responds effectively to all user needs.

What steps need to be taken to improve provision further?

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

- develop further the current system of assessment to ensure children's next steps across all areas of learning are clearly linked to the Practice Guidance for the Early Years Foundation Stage
- improve the exchange of information with parents to involve them more in children's ongoing assessments of their learning and development.

The effectiveness of leadership and management of the early years provision

The setting has robust recruitment procedures in place. This means that staff undertake all required checks and have the necessary qualifications, skills and experience to work with children. Staff have all completed safeguarding training and the manager is a designated officer at this setting. Staff have a clear understanding about what to do should they identify any concerns about a child in their care. Children's safety is also considered through written risk assessments, the implementation of safety measures and daily safety checks throughout the setting. All other records required by legislation are in place and well maintained, for example, daily registers record children's attendance which enables staff to safely account for all children. There is an entry system on the main door of the setting which means that security of the premises is good. In addition staff are vigilant in ensuring that the door is secure at all times. This prevents intruders from entering the building and ensures that children are unable to leave unsupervised. All staff have up-to-date paediatric first aid certificates which means that children are provided with appropriate care in the event of an accident. The organisation of furniture, toys and equipment is effective because it enables children's consistent and easy access to all areas of learning, supporting their developing independence.

Partnership with parents is good. They are encouraged to share appropriate information about their child particularly at the start of placement. Although there is a minor weakness in the frequency of information sharing linked to children's learning. Parents report that they are very happy with the care provided, know how to access the settings policies and procedures, feel confident to approach their child's key person at any time and that the setting provides a friendly, warm environment. The pre-school has made links with a local school and other partners such as childminders which promotes transitions and continuity of care for all children. The setting promotes inclusion, respecting backgrounds and introducing children to different cultural experiences. For example, celebrating cultural festivals such as Chinese New Year. There is no bias in practice in relation to gender, race or disability.

The manager and staff regularly reflect on the service they provide. They have effectively implemented recommendations raised at the previous inspection. The views of others including parents are sought and acted upon which means that self-evaluation is successfully used as a development tool to promote improvement. The setting strives to ensure the provision is sustainable.

The quality and standards of the early years provision and outcomes for children

Staff demonstrate a good understanding of the Early Years Foundation Stage and how young children learn through play. They observe children and use this information to identify their next stage in learning in order to support them in

making good progress toward the six early learning goals. However, there is a minor weakness with regard to staff cross referencing observations to the Practice Guidance for the Early Years Foundation Stage. As a result the planning of some activities is not always securely based on children's individual next steps in learning. The good range of resources and equipment available means that during free- flow play children make progress in their learning regardless of where they choose to play.

Children are happy, settled and for the most part they move busily around the setting taking part in activities. They make lots of choices about their learning as they choose what they would like to play with next. They enjoy chatting whilst playing together at the sand tray. They learn about capacity and demonstrate that they are able to competently use single handed tools as they dig and shovel sand into containers. Children like to dress up and take part in role play. They proudly show staff what they are wearing and demonstrate their growing understanding of the wider world, for example, they recreate real and imagined experiences such as cooking dinner in the role play area. Children show interest and curiosity in why things happen as they put a ball into a winding tube and watch as it rolls through, they use good concentration skills as they repeat this action over and over again. Children demonstrate that they have some understanding that things exist, even when out of sight, for example, they look for a ball which has rolled under the table. They interact with others, negotiating and taking turns in conversation for example during a small world play activity they chat amiably with their peers and a member of staff about a variety of subjects which interest them.

Children know and observe safety routines which are part of daily practice. This demonstrates that they are beginning to develop their understanding of how to keep themselves safe, for example, sitting at the table to eat food. They are beginning to develop an understanding that their behaviour may put others at risk of harm as a result, prompted at times with gentle reminders from staff, they learn how to behave and how to use and care for their environment and resources.

Children demonstrate that they feel safe and secure in the pre-school as they confidently approach staff for support, comfort and cuddles when needed. They learn about the importance of personal hygiene through established routines which are part of daily practice and help to promote their understanding of healthy habits. They are encouraged to develop a positive attitude towards being active. Children have lots of fun engaging in a wide range of activities during time spent in the fresh air where they can expend their energy safely. As a result, they begin to learn about adopting healthy lifestyles. All children have the opportunity to rest or to be active according to their individual needs.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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