

Marshalswick Pre School

The Ridgeway, St Albans, Herts, AL4 9TU

Inspection date

Previous inspection date

28/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff are vigilant in safeguarding children and arrangements are strong with policies and procedures shared effectively with parents. As a result, children are well protected and welfare requirements are met.
- The well-established key person system ensures that all children form secure bonds and attachments with staff and peers. Consequently, their well-being is effectively promoted and this means that children are happy, settled and build good friendships.
- Staff demonstrate a good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. They plan a range of interesting and enjoyable activities, which support children in their learning through play.
- Children have good opportunities to develop their language skills because staff take time to listen and extend their vocabulary with every opportunity.
- Effective systems for performance management and self-evaluation support staff in improving their knowledge, understanding and practice. Additionally, well-established links with parents promote strong opportunities for meeting children's needs.

It is not yet outstanding because

- There is scope to further develop small group time, so that more able children receive consistently rich and varied experiences.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector observed activities in both rooms used and the outside area.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with various activities.
- The inspector carried out a joint observation with the manager of the setting.

Inspector

Jo Rowley

Full Report

Information about the setting

The pre-school opened in 1977 and registered under new management in 2012. The pre-school is registered on the Early Years Register, situated in the Marshalswick area of St Albans and is privately managed. The pre-school serves the local area and is accessible to all children. It operates from a hall and small room within the local community centre and there is a fully enclosed area available for outdoor play.

The pre-school employs seven members of childcare staff. Of these, all staff are qualified at level 2 with six of these holding appropriate early years qualifications at level 3 or

above, including one member of staff with a foundation degree.

The pre-school opens Tuesday to Friday, term time only. Sessions are from 9.10am until 12.10pm with an optional lunch club on a Wednesday and Thursday until 1.10pm. Children attend for a variety of sessions. There are currently 29 children attending, who are in the early years age group. 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 and those with special needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further the challenge and differentiation during group time activities to ensure that older and more able children are provided with rich and varied experiences.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Educational programmes for the prime and specific areas of learning are promoted throughout the setting to ensure that children's needs are met. Additionally, a range of varied and stimulating activities are planned for by staff to ensure that children's development is fully encouraged. All areas of learning are planned for with the younger children focusing on the prime areas, such as their listening, understanding and speaking skills. For example, regular opportunities are provided for children to recognise and talk about the letter sounds in their names. Furthermore, children, who speak English as an additional language are supported with dual pictures and words, in their home language, of pre-school routines to enable them to more easily access provision. As a result, all children make good progress. Older children are developing well throughout the specific areas of learning and enjoy planned activities, which fully promote these areas. For example, they enjoy learning about spring time as they create their own daffodils and snow drops using different types of material. They spend time talking about the planting and growing cycles of seeds and develop their senses as they are encouraged to feel and smell the real spring flowers on display. As a result, their skills in understanding seasonal changes and expressive art and design are fully promoted.

Staff demonstrate a good knowledge and understanding of the revised Statutory Framework for the Early Years Foundation Stage and all staff have attended additional training. They encourage children to join in with activities and show a genuine enjoyment

of their roles and responsibilities within the pre-school. An example of this is during outside play as children create their own games using ribbons and tyres. Staff are close by to support and encourage them and appropriately join in with their play to extend their learning. Children demonstrate how the ribbons can be used to thread through the small fence to create letter shapes. They are engaged in their learning, show good concentration skills and are motivated in their learning. For example, during a music and movement activity, children listen attentively to the songs being played. Staff challenge the children with new songs and actions and they smile happily as they demonstrate good physical skills. More able children are routinely challenged by staff to pour their own drinks, serve their own food at snack time and dress and undress for outside play. However, during small group time, older children are not consistently challenged with rich and varied experiences to engage them effectively. Children talk with staff about the colour and letter of the week, although, some children become uninterested as this structured time is not challenging enough for them.

Staff are effective in carrying out regular and precise observations and draw out the children's next steps, which are then incorporated into the planning of activities. As a result, all children's individual needs are met and they are working comfortably within the typical range of development expected for their ages. Children's starting points on entry are known and staff work with parents to find out where they believe their children are in their learning. Partnerships with parents is good and staff offer a range of settling-in visits for new children to ensure that they feel secure. Children's progress is shared regularly with parents and they speak highly of the staff team, stating how well informed and included they feel. Parents are aware that they may access their child's developmental log at anytime and attend regular consultation meetings when organised. Parents and children know their individual key person within the setting. Also, regular discussions promote children's individual needs and overall feelings of security. Additionally, children's readiness for school is fully supported by pre-school staff, who promote the next steps in their learning.

The contribution of the early years provision to the well-being of children

The effective and consistent key person system enables children to form well-established bonds and attachments with staff. Children are happy, settle easily and make friendships with ease. As a result, their independence is fully promoted and they are developing key skills for their future. They have individual name cards and photographs, which they use to self-register and use individually named coat pegs, further encouraging their sense of belonging. Children's behaviour is good and they demonstrate an awareness of routines within the setting. For example, when staff shake a tambourine, children stop what they are doing, put their hands in the air and wait for further instruction. Children's safety is fully promoted and their understanding of risks is supported through gentle, regular reminders from staff. Furthermore, they are quick to remind each other of the setting's safety rules during their play. For example, as one child sees another running, they say 'you must not run inside'. This demonstrates their understanding of risks and as a result, children are developing an awareness of their own safety.

Children have regular opportunities for fresh air and exercise as they are provided with

free-flow opportunities, allowing them to choose inside or outdoor play. They develop an understanding of healthy living as they regularly discuss the importance of physical exercise and a healthy diet. Children are provided with a range of healthy foods at snack time and have their independence promoted. The pre-school ensures that resources are appropriate and accessible for the ages and stages of children attending. Children's interests are taken into consideration when planning activities and good opportunities are provided for self-chosen activities. An example of this is when children in the quiet area create their own game of 'nurses'. They request the doctors and nurses equipment from staff, who quickly and happily provide these for children, therefore, extending their play. Children are well prepared for the next stages in their learning because they are well supported in their transitions at the pre-school. For example, children's key members of staff carry out home visits to support and encourage their feelings of security. Furthermore, transitions from pre-school to primary school are supported by staff, who work with teachers to ensure that children are ready for their next stage of learning.

The effectiveness of the leadership and management of the early years provision

The new manager has evaluated the leadership and management responsibilities of the setting and has made effective changes to ensure that staff are supported in their roles and responsibilities. One to one meetings, observations and appraisals are organised to support performance management and further develop staff knowledge and understanding. As a result, staff are valued and recognised with individual targets to identify any areas for improvement. The manager and staff team ensure that the safeguarding and welfare requirements are consistently met. For example, staff are vigilant when completing daily risk assessments. Additionally, comprehensive recruitment and induction processes ensure that staff do not work with children unless they have had the required clearances to do so.

Effective systems are in place to ensure that staff consistently observe, assess and monitor every child's progress. Additionally, staff with specific responsibility, such as the designated safeguarding officer, liaise closely with a wide range of professionals, who work together to support children and their families. New systems implemented recently ensure that children's progress is tracked on a regular basis. Subsequently, the learning and development requirements are consistently met for all children, including those with special needs and/or disabilities. As a result, any groups of children that may be behind their peers or below expected levels of achievements are supported effectively. This means that interventions are sought and gaps successfully closed. Self-evaluation is good because the manager and established team work together to ensure that parent and the child views are taken into consideration. An example of this includes parents asking for extended hours at pre-school. Staff have taken this into consideration and have begun a lunch club. Consequently, parents needs are taken into account and children are benefitting socially at pre-school. Parent and child views are regularly sought through performance questionnaires, which are then evaluated by management. Observation, planning and assessment are all monitored and evaluated by a whole staff team. This provides consistency for the quality of the setting, in line with their action plan for improvement.

Partnership working with parents is good. Parents and extended family members play a key role in their children's learning. For example, they support staff and children with fund raising activities and attend parent coffee mornings. Furthermore, children are encouraged to bring things from home, such as items to support the pre-school's colour or topic of the week. Parents speak highly of the staff and clearly enjoy the partnerships, which they have with them. They are warmly welcomed into the setting and take part in activities arranged outside of hours, for example, the forthcoming planned visit to the local garden centre. Effective relationships with other agencies delivering the 'Statutory Framework for the Early Years Foundation Stage' are in place with communication promoted through discussion. Overall, staff at the pre-school create an environment, which is safe and stimulating and all children enjoy their learning, while growing in self-confidence.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY451542
Local authority	Hertfordshire
Inspection number	882387
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	29
Name of provider	Fiona Rosemary Donoghue
Date of previous inspection	Not applicable
Telephone number	07917088711

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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