

Nicoll Way Pre-School

Saffron Green First School, Nicoll Way, BOREHAMWOOD, Hertfordshire, WD6 2PP

Inspection date	07/06/2013
Previous inspection date	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 highly motivated and work well together as a team, creating a nurturing, child-centred learning environment for children.
- Strong partnership with parents is a real strength of the pre-school. Highly effective communication systems between staff and parents results in children who receive coordinated care and who then make good progress across all areas of their learning.
- Staff clearly understand how to promote children's learning and development as they plan stimulating and meaningful play experiences, which ignite children's interest in their play and exploration.
- An accurate evaluation of practice takes place. This means areas to develop further are well targeted and ensures children's care, learning and development are promoted.

It is not yet outstanding because

- The outdoor learning environment is not used to its full potential to extend and enhance children's learning to the very optimum.
- Opportunities to fully promote children's independence in their daily routines, in particular at snack time, are not fully maximised.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's activities.
- The inspector held discussions with the pre-school leader and staff.
The inspector looked at children's assessment records, planning documentation, the self-evaluation form and a range of other documentation, including a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jane Mount

Full Report

Information about the setting

Nicholl Way Pre-School was registered in 2012 and is on the Early Years Register. It is run by Hertsmere Leisure and operates from Saffron Green First School, which is situated in Borehamwood, Hertfordshire. There is an enclosed outside area available for outdoor play.

A total of four childcare staff are employed and they all hold early years qualifications at level 3 or above. The pre-school opens Monday to Friday during school term times and sessions are from 9.15am to 12.15pm.

There are currently 30 children attending who are in the early years age group and it provides funded early education for three- and four-year-old children. The pre-school supports children who speak English as an additional language and children with special educational 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:

- maximise and further enhance opportunities for children to extend their learning in the outdoor play environment

- extend opportunities for children's independence to be fully promoted through their daily routine, in particular at snack time.

Inspection judgements

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

The educational programme provides many worthwhile and stimulating experiences to enable all children, whatever their starting points, to make progress in their learning. A key person system is effectively used and key persons establish close relationships with children and their families. This creates security for children which encourages them to be confident and motivated in their play and enables them to develop good attitudes to learn effectively. Consequently, children are developing the essential skills required for the next stages of their learning. Staff understand how children learn through play and closely monitor their progress as they regularly observe and assess their key children. Each child has their own development book called 'a learning journal' which is unique to them, as it shows their progress and achievements. Staff use this information to purposefully plan

suitably challenging and developmentally appropriate activities to re-enforce and extend children's learning. Consequently, children are making good progress towards the early learning goals.

Positive and trusting relationships with parents ensure children's learning needs are met well. Important initial information is gathered from parents, which relates to children's interests as well as their development to equip staff to meet children's development needs. Good communication systems then help to ensure parents are kept informed about their children's attainments and they are actively encouraged to be involved in their child's learning. For example, they complete termly parent observation diaries, which staff use to feed into the planning process to promote children's learning. Staff are enthusiastic and caring, using good teaching techniques to engage children and the quality of teaching is robust. This is because staff use effective, targeted strategies and interventions to support learning that meets all children's individual needs. For example, children with special educational needs and/or disabilities have their learning needs supported well. This is because the child's key person liaises closely with the pre-school special educational needs coordinator, as well as parents and other professionals. Effective strategies for children, whose first language is not English, ensure their learning needs are catered for. For example, staff ask parents for key words or phrases in their child's home language, which they use throughout the daily routine. They also use dual language books to support children fully in their learning. These arrangements of working together, help ensure children's needs are met and offers children comfort and security and promotes a strong sense of belonging.

An inclusive, welcoming environment is provided, such as, when parents or grandparents are invited in to read stories or sing songs in English or in different languages. This helps teach children that songs and stories from all cultures and in all languages are special and important. Children's personal, social and emotional development is promoted as they receive support from caring, nurturing staff in a stimulating learning environment. For example, snack time is used as a social time when children are encouraged to sit and talk with their friends. Overall, children's independence skills are promoted as children are encouraged to make their own choices in their play and they can decide when they wish to have their snack. However, there is scope to extend children's independence further at snack time through enabling them to pour their own drinks and take a more active role in the preparation of food to develop their self-help skills.

Children are becoming confident communicators. Staff support children well in the acquisition of communication and language skills as they extend children's language through listening and talking with them. For example, when children are playing with play dough, staff ask open-ended questions and effectively engage children in conversation. They encourage children to talk about what they are doing as they roll and cut it using a range of tools. Children enjoy exploring and investigating the malleable dough and talk about the texture, trying to decide if it is rough or smooth as they feel the small lentils that have been added. Children use their imaginations to express themselves as they make the dough mixture into a birthday cake with candles and sing happy birthday to everybody.

Staff ensure all children are supported in their play and learning, with a balance of child-

initiated and adult-led play experiences. Both indoor and outdoor activities are planned to take account of children's interests and capabilities and staff are clear what children should learn from these experiences. The indoor space is organised to encourage children to be active learners and children are motivated in their play. Staff understand the importance of outdoor learning and children often have free-flow access to the outside play space. They benefit from a varied range of resources in the defined outdoor play area which they enjoy playing with. For example, they delight in exploring the pouring properties of water and investigating the effects of wind when playing with windmills. However, the outdoor environment is still under development and is not yet a place for high quality learning to enhance and extend children's development across all areas of their learning.

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

Children are very sociable, confident and highly motivated. Behaviour is good with staff who model courteous and cooperative behaviour to children. They focus on positive behaviour to develop and promote children's self-esteem. This results in an environment where children quickly learn what is expected and cooperate with each other. For example, children are beginning to take an active role in the setting and eagerly help to put resources away when they hear the 'tidy-up' music. Staff praise children for being helpful. Children are learning to listen, share and be kind to others with effective behaviour management strategies in place to teach children how they can play together harmoniously. For example, when in the outside play area staff use a sand timer as a visual indicator to children when their turn on a favourite bike has finished and children happily help to organise whose turn it is next.

Children's well-being is promoted as staff are friendly and approachable. Priority is given to providing a nurturing environment and staff closely liaise with parents to meet the individual needs of all children attending. Through the effective key person system staff get to know the children well with strong emphasis placed on ensuring settling-in sessions meet the needs of the children and their families. This helps to promote children's growing confidence so they have a positive approach to new experiences and children display a strong sense of belonging. The key person system also helps to support children and prepare them for their transitions, such as, when they move on to nursery or school.

Children demonstrate a strong sense of security as they are self-assured in the pre-school environment. Their understanding of safety is promoted through their daily routines. They learn how to use resources safely and staff help children gain an awareness of keeping themselves safe as they explain simple safety rules. For example, they discuss the problems and potential hazards of spilt water on the pre-school room floor. Regular emergency evacuation practices give children a good understanding of how to stay safe in an emergency.

Good arrangements are fully embedded to promote children's health and hygiene as children have regular opportunities to learn about healthy lifestyles. As a result, children manage their own personal hygiene routines well. Recently children have been learning

about oral hygiene and have enjoyed joining in with hands-on activities that acquaint them with a toothbrush and how to care for their teeth. They expertly use a large toothbrush to clean a giant model of a set of teeth. Children also know when they take 'Freddy Teddy,' the pre-school bear, home for an overnight stay they must make sure he brushes his teeth. They are learning that a healthy diet keeps teeth strong and clearly enjoy eating fruit at snack time. Staff use these opportunities to discuss with children the importance of healthy eating and the impact it has on their bodies. Plenty of fresh air and exercise keep children fit and staff teach children about the positive benefits of engaging in regular exercise. Children keenly participate in music and movement sessions, learning that physical activity can be fun. For example, they eagerly swing their arms and march around the room when singing 'The Grand Old Duke of York'.

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

The staff team have a good understanding of their responsibilities in relation to meeting the safeguarding and welfare requirements, along with the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This is reflected in their practice as they implement the framework well. They are highly motivated practitioners who strive to provide a good quality service. This is the pre-schools first inspection since registering and they work well together as a team, valuing each other's skills and abilities. The staff team are all fully focused on the needs of the children and their enthusiasm for caring for children is evident. The consequences for children are very positive with an inclusive environment created, which clearly shows that each child is important.

Effective safeguarding arrangements keep children safe with staff who understand their individual responsibilities to protect children. They have a secure knowledge of child protection issues due to regular training and are fully aware of what to do if they did have a concern. Robust recruitment and vetting procedures ensure staff are suitable to work with children. Staffing arrangements are organised to ensure children's safety is promoted and staff are vigilant and ensure the environment remains safe for children at all times. For example, children are closely supervised and the premises are secure with a buzzer system in place so no unauthorised persons can gain access. Risk assessments and daily checks help ensure children are protected and any potential hazards identified and minimised immediately.

Thorough induction systems ensure staff clearly understand their roles and responsibilities, with appraisals and supervisions used as ways to closely monitor staff performance. Routine monitoring of staff practice ensures consistency in children's care and learning and is used to identify any training needs or areas for staff development. Ongoing professional development is positively encouraged with all staff undertaking regular training. Good systems are in place to ensure sustained improvement as staff are reflective practitioners. They seek the views of others, such as, parents and children and use quality improvement audits to evaluate practice. This information is then fed into the self-evaluation process and development plan, which are used to systematically identify the pre-schools strengths and areas for further development. Also, the educational

programme is closely monitored to ensure any gaps are quickly identified and addressed so children can make good progress in all areas of their learning. A matrix system has recently been introduced to make tracking and monitoring all children's progress easier and this new system is working well.

Staff promote effective relationships with parents and are forthcoming in exchanging information. Displays, noticeboards, parent consultation meetings and newsletters are just some of the ways used to keep parents informed and there is a well-presented web site. Parents spoken to on the day of inspection say staff are friendly and approachable and are confident they know their children well. The pre-school works in partnership with others. For example, they liaise closely with the children's centre to support families in need of outreach services and networking meetings enable staff to meet with other practitioners and share good practice. Close working relationships with the children's centre qualified teacher help support the staff team and provide positive benefits to children. Staff have good links with the main school and with other local schools. This helps to promote the full integration of care and learning and to support children's transition when moving on to school. Effective systems for working with parents and other agencies ensure children with special educational needs and/or disabilities are closely monitored and given valuable support to enable them to participate and achieve. Staff value children's backgrounds and their home languages and they have effective systems in place, such as, using a transition booklet, to help children and families with English as an additional language.

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 action. 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	EY457201
Local authority	Hertfordshire
Inspection number	899418
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	30
Name of provider	Hertsmere Leisure
Date of previous inspection	not applicable
Telephone number	01727744291

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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, which are usually the childminder's 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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