

Newhall Pre-School

Mark Hall Community School, First Avenue, HARLOW, Essex, CM17 9LR

Inspection date	17/09/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Effective use of outdoor areas supports children's learning about the natural world and ensures they have sufficient fresh air and exercise.
- Using visiting musicians from the local college enhances children's learning and provides a more varied musical experience.
- Staff show care and concern for children's well-being and build trusting relationships with children and parents that ensure both feel happy, settled and secure.
- Practitioners share a strong team spirit, which means they support each other in providing a safe and enjoyable experience for children.

It is not yet good because

- There is a lack of consistency in tracking individual children's progress and identifying next steps to ensure gaps in learning are the focus for ongoing development.
- There is a weakness in monitoring the overall performance of the setting to ensure practitioners are always meeting the needs of every child.
- Children's learning about health and hygiene is reliant on following routines rather than the use of direct teaching to develop a full understanding of the importance of a healthy lifestyle.
- Reflection and evaluation of practice are not used sufficiently well to develop precise plans to bring about rapid improvements in the provision for children.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in playroom and outdoors, conducted a joint observation with the manager
- The inspector, practitioners and children had conversations at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting and children's progress.
- The inspector took account of the views of parents through short discussions.

Inspector

Alison Reeves

Full Report

Information about the setting

Newhall Pre-School was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose built premises in the Mark Hall area of Harlow, Essex, and is managed by a private company. The pre-school serves the local area and is accessible to all children. It operates from a large main playroom with attached kitchen and there is a fully enclosed area available for outdoor play.

The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday term time only. Sessions are from 8am until 4pm. There are 23 children on roll. Children attend for a variety of sessions. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consistently track children's progress and identify their next steps in learning to ensure precise, targeted plans are implemented successfully to support all children in making progress towards the early learning goals, this includes the completion of the progress check at age two
- improve the monitoring of all practitioners with key person responsibilities to ensure they are fulfilling their role in meeting children's individual learning needs
- ensure the provision of suitable facilities and the inclusion of specific teaching on health and hygiene, in addition to learning through routines, to develop children's understanding of the reasons for hand washing and making healthy food choices.

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

- consistently use reflections and evaluations to set precise, time specific targets to secure rapid, ongoing improvements in practice.

Inspection judgements

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

Practitioners have a, generally, sound knowledge of the learning and development requirements for the Early Years Foundation Stage. They provide a suitable and often interesting range of activities to cover the seven areas of learning. This means children learn through self-directed play and some adult-led activities. Gaps in the assessments for some children mean plans are not always sufficiently targeted towards the precise needs of all of the children. Therefore, opportunities to engage children and extend their learning are not consistently maximised by all practitioners. There is little detail of children's starting points. However, each key person observes most of their children during the first session. This gives a basis for initial assessment and future plans.

Children's communication and language development is supported through group and individual learning. Children take delight in singing their days of the week song as part of their welcome and registration time in the morning. There is plenty of conversation between children and practitioners during play. This helps some children to become confident in talking and in active listening. Some of the oldest children show an interest in linking letters and sounds. During an activity with the lentils and some letter shapes children correctly identify sounds and try to think of children in the setting whose names begin with the letter. Children enjoy story time and during quiet parts of the day go into the comfortable and cosy tent to look at books by themselves or with a friend. This shows children are developing their interest in books and are motivated to seek out the activity through choice. The new music session is particularly successful. It grabs children's attention from the outset. It is well organised with plenty of resources so that each child has an instrument to play. The use of cards held up to indicate the volume and speed at which children should play are very effective. A visiting musician who plays the guitar accompanies the session and this contributes significantly to the enjoyment and learning for all children. Children correctly identify each card and the corresponding meaning, a red traffic light means we stop playing, a lion means we play loudly and the snail indicates playing slowly. The session provides children with lots of learning; they concentrate well, show self-control when playing and are eager participants. They reflect on some of the music and how it makes them feel.

Children and practitioners use various resources to develop knowledge of mathematics. In the sand, they search for buried treasure and count what they find. They fill the pots and use words, such as 'more' and 'bigger' to explain and describe what they are doing to practitioners and other children. Practitioners are responsive to children's interests. When children make money for the shop from dough, a practitioner gets some coins from her purse so children can use real money. This prompts some up close looking at the design and numbers on each coin. Children's knowledge of the local environment is developing well because practitioners make good use of the extensive outdoor space. They regularly go for walks along the edge of the woods. Here they collect leaves and fallen conkers. The children explore the leaves and compare the colours and textures. They explain how the conkers are growing inside the spiky husks and run their hands over the smooth brown conkers. This supports their understanding of the natural world and changing seasons.

Ongoing assessment of children and the identification of their next steps are inconsistent. As a result, children are making progress towards the early learning goals but gaps are not always closing sufficiently. This means most children are being prepared adequately for further school based learning. Nevertheless, where there are gaps or progress is slower than expected there is too little focus on how to move certain groups of children forward more rapidly.

Parents are happy with the setting. They say they see their children making progress in their social and language skills. They see some pieces of artwork, but those spoken to at the inspection have limited contact with their child's key person and do not look at their child's learning journal book. Several parents comment on the newsletter, saying it keeps them in touch with events at the setting.

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

Practitioners form good relationships with children and parents. Children's well-being and support for the families are important to everyone. Practitioners gather the essential care information on each child, so there is continuity for children and they settle quickly at the setting. Children behave well; they, generally, listen and follow instructions, especially when group activities are well planned and organised. This is because practitioners give clear messages about expectations and model appropriate behaviour themselves. Children form close friendships with their peers and the practitioners. They are confident in approaching practitioners and other visiting adults and enjoy interacting.

Children are physically active and enjoy exploring the extensive grounds with practitioners. They go on nature walks and run along the running track. This means they develop their physical capabilities and begin to learn about the effects of energetic activities on the body. Most of the toys and equipment are stored in drawers and units where children can help themselves. This allows them to follow their interests and supports their independent choosing of activities and managing many of their care needs. However, there is too much reliance on routines. The insufficient hand washing facilities and a lack of direct teaching do not support children. This means they are not developing a secure understanding of the importance of hygiene and healthy food choices on their continued good health. Children have a more secure understanding of their own safety. Practitioners teach children to use scissors with care when cutting paper. When they prepare to go outside children put on high visibility jackets and listen carefully to practitioners about the route they will be taking. As a result, children are clear about what is happening and follow the instructions designed to keep them safe. The clothing makes them easy to see, so any practitioners remaining inside the setting can still see the group.

The very youngest children usually attend the afternoon sessions, as these are quieter with fewer children. The child's key person supports progression into the morning or extended sessions and children manage well. The setting is beginning to establish relationships with the local primary schools to further support children in moving on.

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

Practitioners have a sound knowledge of the safeguarding and welfare requirements and of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Practitioners demonstrate a secure understanding of policies and procedures. This includes an awareness of the appropriate action to take in the event of any child protection concerns. Clear documentation for risk assessments and arrangements to supervise children, both indoors and outdoors, support practitioners in providing safe areas for children's play and learning. The setting meets the qualification requirements and careful planning of rotas ensures there are sufficient practitioners with appropriate qualifications at each session to supervise children and respond to their needs. Recruitment processes ensure practitioners undergo suitable checks including the Disclosure and Barring Service checks and have clearly defined, limited duties until all checks are satisfactorily complete. Consequently, children's welfare is promoted appropriately.

Regular one-to-one meetings and annual appraisals support practitioner development and go some way to identifying aspects of the setting that require improvement. Nevertheless, there is limited monitoring of some aspects of practice, in particular the assessment of children's progress at age two. Consequently, there are gaps, which undermine the effectiveness of planning and the potential for children to make rapid progress towards the early learning goals. Practitioners are supported to develop their knowledge and skills. Some are training to gain initial qualifications and others to further their existing qualification level.

Practitioners reflect on their practice and there are some plans in place for improvement. There is limited opportunity for children and parents to contribute to plans because of a lack of cohesion in the methods used to gather and collate information. This means plans for improvement lack focus and precision to be truly effective in securing rapid and sustained change.

Parents and practitioners work well together creating effective partnerships. Parents say their children are happy and making progress. They explain that practitioners are easy to talk to and they feel confident about approaching them with any concerns or worries. Partnerships with other providers where children also attend are limited but practitioners know how these can be improved and are starting to work on this. Senior practitioners have experience of working with other agencies to support children and their families in securing appropriate services.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY461937
Local authority	Essex
Inspection number	911535
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	23
Name of provider	Shelagh Maria Donovan
Date of previous inspection	not applicable
Telephone number	07944 415446

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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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