

Pickles Pre-School

CHERRY TREE PRIMARY SCHOOL, Berry Avenue, WATFORD, WD24 6ST

Inspection date	14/05/2014
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		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

- The quality of teaching is good. Practitioners plan effectively to provide an interesting and varied range of activities, based on the children's starting points and individual interests. Consequently, children make good progress in their learning and development.
- Well-established links with families ensure the individual care and learning needs of each child are effectively planned for. Children form close bonds with their key person and with other practitioners and, as a result, they are keen and active learners.
- The leadership and management of the pre-school is strong. Children are kept safe as practitioners have a good understanding of how to protect children and to monitor and manage risk. Robust recruitment and safeguarding procedures, regular appraisals and ongoing professional development ensure all adults working with the children are suitable to do so.

It is not yet outstanding because

- There is scope to review the planning and play opportunities for the outside play area to consistently promote all areas of learning, in order to reflect children's different learning styles.
- Children's independence is not always fully promoted in daily routines, such as at snack and lunch times.

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 spoke to children and observed them taking part in a range of activities in the pre-school room and in the outside play area.
- The inspector looked at a selection of documents in relation to the children's achievements and how the pre-school plans for children's individual progress.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children.
- The inspector spoke to the registered provider and sought the views of practitioners and parents at appropriate times throughout the inspection.

Inspector

Tina Kelly

Full report

Information about the setting

Pickles Pre-school was registered in 2014 and is on the Early Years Register. The pre-school operates from the community room in the grounds of Cherry Tree Primary School in Watford, Hertfordshire. There is an enclosed area for outside play. The registered provider is involved in the day-to-day running of the pre-school. She is supported by a manager and six members of staff, seven of the eight members of staff have a level 3 qualification. There are currently 35 children on roll who come from the local area and attend for a variety of sessions. The pre-school is open Monday to Friday term time only. Sessions are between 9.05am and 12.05pm. A lunch club runs until 1.35pm. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school is in receipt of funding for two-, three- and four-year old children. The pre-school receives support from the local authority early years development team and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- review the planning and play opportunities for the outside play area to promote all areas of learning, in order to fully reflect children's different learning styles

- promote the development of children's experiences and life skills further through every day routines by, for example, providing regular opportunities for them to self-serve, select and cut fruit and to set out plates and cups at snack and lunch times.

Inspection judgements

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

The pre-school provides a broad and diverse programme of activities and learning opportunities to promote and extend children's learning through play. The quality of teaching is good because all practitioners have an in-depth understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Parents are involved in their children's learning as they are well-informed about what their children enjoy at the pre-school. Families share experiences by using the 'Magic moments from home' and the 'I can do' forms. These enable practitioners to extend children's learning experiences by building on events at home. The progress check at age two is carried out and a written summary is shared with parents, to enable them to support children's developing skills at home. Continuous, detailed assessments on the 'focused activity planning sheets' are used to evaluate children's progress and to plan for their next steps in their learning. These records are used alongside the local authority

cohort tracking system to ensure all children make good progress in relation to their starting points. Photographs and observations in children's learning journals show they enjoy taking part in a wide range of play and learning experiences which promote all areas of learning well.

The indoor environment is effectively organised so all children can easily access toys and resources. The planned topic of mini beasts is incorporated into all aspects of the children's learning and play. Excellent resources, such as an ant farm, support and extend children's interest and understanding. Practitioners support and extend the communication and language skills of all children. This includes younger children, those who speak English as an additional language and children with special educational needs and/or disabilities. Sign language, pictorial cards and time lines are used to give children choice, show children what they are doing now and what will happen next. Children use a name card with their photograph for self-registration as they come into the setting. They are beginning to recognise letters that are linked to their names. They are encouraged to write their names on their drawings and art work, which promotes their literacy skills. At story and group time, practitioners reinforce children's understanding by using puppets, Makaton signing and re-telling stories in community languages with bilingual books. This extends children's understanding of the written word and teaches them respect of other cultures. Children are beginning to learn simple phrases in other languages. They are proud to share their experiences and can say hello in Urdu at group time. Children access the outside area throughout the session. The area provides challenge as children run up and down the grassed mounds and play freely on the climbing apparatus. Practitioners introduce simple mathematical concepts so children are learning to recognise numbers and use counting in everyday experiences. Children draw around each other with chalk as they lie on the playground. They are shown how to use a large measuring stick to see how long they are. Practitioners are fully involved and they lay down with the children to be measured. Children are motivated by practitioners and they become engrossed in talking about how long they are and comparing the measurements. However, at times the resources set out in this area are not always fully tailored to the children's interests and to promote imaginative play. The comprehensive planning within the pre-school does not consistently include the outside play space. As a result, the outdoor play area is not always used as effectively as possible to provide children with enhanced play opportunities across all areas of learning.

Children are supported by skilled practitioners. They teach children to think for themselves, to listen and to look at what they are doing. Consequently, children develop a strong sense of belonging and self-esteem. Flexible routines support children in making choices and accessing toys and resources that are appropriate to their age and stage of development. All children take part in rich and varied learning experiences, which ensures they are well prepared to move onto other settings, such as nursery and reception class. Children are developing the skills they need to ensure they are confident and capable in taking part in new experiences to support their future learning.

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

Children form strong bonds with their key person, other members of staff and with each other. A buddy system for key practitioners ensures children are supported in all aspects of the daily routines, regardless of the staff rotas. Children who are new to the pre-school settle quickly as a result. They also benefit from an effective settling-in process before they start, which may include home visits. Information gained from parents on the 'All about me' form and an initial assessment helps to ensure all practitioners are knowledgeable about children's individual likes, dislikes and previous experiences. Children are supported extremely well as they come into the pre-school and as they move on to nursery and reception class. During the summer term a transition pack with books, puppets and items of uniform is used to introduce children to the routines and experiences of school sites. Teachers are invited to visit the pre-school to meet the children and to share in some of their learning experiences. Children enjoy their time at the pre-school and are developing the emotional skills they need to move onto other early years settings with confidence.

Practitioners teach children about a healthy lifestyle through well-managed daily routines and topics. Different aspects of the planned themes are introduced at snack time. Children enjoy eating apples and pears and they are introduced to plums, in line with the themed story line. The book is used to show children the fruits they are going to have over the next week. Children can identify the different fruits and foods and take great delight in talking about what caterpillars like to eat. However, children's independence is not always fully extended at this time. Practitioners set out the plates and cups and they prepare and cut up the fruit. This means opportunities for children to learn new skills for the future and to make links with every day routines are not always fully supported.

Children are developing good social skills. They are becoming aware of the needs of others through excellent support from practitioners. Children are asked to use their 'listening ears' and 'seeing eyes' when drawn together during the session. They enjoy working as part of a team. They know it is time to help to tidy away the toys when the 'tidy up tune' plays. Children dance and jig around when the task is completed. Practitioners consistently use praise and encouragement to promote good behaviour. Gentle reminders from practitioners help children become aware of their own safety, especially in the outside play area. Children are becoming aware of the simple rules that are in place. This extends their understanding of their own safety and that of other children playing nearby, which enables them to learn how to manage risk safely. There is a separate pathway used as a track for the bikes and ride-in cars. Children know they must keep to the track. Replica traffic lights and suggestions from practitioners reinforce children's understanding of road safety.

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

The registered provider is fully involved in all aspects of the running of the pre-school. Although only recently registered, a regular review of all paperwork ensures that all the requirements of the Early Years Foundation Stage are met. The staff team have high expectations for the quality of care and learning provided for children attending. Children

are protected to a high level. There are robust recruitment procedures, regular staff appraisals and ongoing professional development to ensure all adults working with the children are suitable to do so. Children are safeguarded because the registered provider, the manager and staff team have a good understanding of the requirements to safeguard children. The pre-school policies and procedures are based on those recommended as a guidance by the Pre-School Learning Alliance. This ensures appropriate action is taken if there are any concerns about children and appropriate support is put in place. Children's well-being is further protected as there are effective risk assessments in place to monitor and manage children's overall safety.

The registered provider has worked hard in re-establishing a previously long-standing pre-school under a new registration. She has a motivated staff team who have a strong commitment to continuous improvement and training. Seven out of eight members of staff hold an early years qualification at level 3 and translate their knowledge effectively into their teaching. Practitioners have regular opportunities to share their ideas of good practice, through regular team meetings and appraisals. The whole staff team actively contributes to the overall planning so they are all aware of the different needs of the children and plan effectively to promote children's learning. Clear evaluative practice includes input from all members of staff, parents, carers and children.

Partnership with parents is strong. The pre-school has well-established links with many families as they attended the pre-school under a previous registration. Discussions at the end of the day and strong links between parents and key persons enables the pre-school to consistently meet the children's and families' individual needs. Parents are welcomed into the pre-school to share their skills, such as, playing the violin and introducing children to cultural events, singing and stories. A regular newsletter, the web page and up-to-date information on display in the foyer ensures all families are fully informed about the ethos of the pre-school and day-to-day issues. Parents views are sought through a questionnaire, parent' evenings and the provision of a white board in the pre-school inviting parent to write comments and new ideas, to improve the service and learning opportunities for all children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467055
Local authority	Hertfordshire
Inspection number	944138
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	35
Name of provider	Lynsey Alison Pickles
Date of previous inspection	not applicable
Telephone number	07870 628045

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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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