

Newhall Pre-School

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

Inspection date	19/05/2014
Previous inspection date	17/09/2013

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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Safeguarding procedures are not secure. Staff do not maintain an accurate record of staff attendance or children being cared for on the premises. Staff are unable to notify the relevant safeguarding agencies without delay should they have a concern in relation to children's safeguarding and well-being. This is because the contact information is not readily available.
- Monitoring of the quality of teaching is poor. There are no systems in place for the supervision or appraisal of staff. This results in poor identification of training needs to promote consistent challenge and good quality teaching for children.
- The provider does not make available details to parents about how to contact Ofsted if they believe the pre-school is not meeting the statutory requirements.
- Staff do not routinely complete daily risk assessments on the outdoor environment prior to children having access to this area. Current risk assessments do not identify how staff are able to manage specific areas or daily routines to minimise the potential risks to children. This means children's safety and well-being cannot be assured.
- Partnership working with parents is not effective in promoting shared home learning, in order to extend children's learning further.

It has the following strengths

- Staff build kind and caring relationships with the children, which supports their emotional well-being.

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 conducted a tour of the premises and the outdoor area during the inspection.
- The inspector observed activities in the main playroom and outdoor area and talked with the staff and manager.
- The inspector conducted a joint observation with the pre-school manager.
The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lorraine Pike

Full report

Information about the setting

Newhall Pre-School registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose-built premises in the Mark Hall area of Harlow in 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 an area available for outdoor play. There are currently 34 children in the early years age range on roll. The pre-school opens Monday to Friday term time only. Sessions are from 9am until 3pm and children attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language. There are four members of staff employed to work with the children, three of whom, including the manager, hold an appropriate childcare qualification at level 2 and above. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- improve the current system in place to ensure that an ongoing record of children's and staff's attendance is accurately maintained throughout the day
- ensure that staff have consistent and easy access to contact information that enables them to notify agencies with statutory responsibilities for safeguarding children without delay
- improve leadership by implementing effective monitoring and supervision of all practitioners to ensure children consistently receive good quality teaching and appropriate levels of challenge
- ensure that contact details for Ofsted are made readily available for parents
- ensure that daily checks in the outdoor environment are consistently completed prior to children accessing this area
- ensure that annual risk assessments clearly identify how potential risks that children come into contact with during their daily routine are to be managed to minimise these risks
- improve the two-way exchange of information with parents; provide them with information about children's next steps in learning and ideas to extend their child's learning at home.

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

Staff have a generally good knowledge of the learning and development requirements of the Early Years Foundation Stage. They use this information reasonably well to support children in their learning and development. As a result, children have the basic skills they need for the next stage in their learning. Teaching is consistently satisfactory and occasionally good, resulting in older children not always benefitting in challenging learning experiences. For example, during an adult-led activity to support children's mathematical awareness of shapes, staff do not identify suitable opportunities to extend children's understanding of three-dimensional shapes. Children have fun as they engage in a suitable range of hands-on learning experiences and are encouraged to freely explore their surroundings and discover new things. For example, they maintain focus for sustained periods of time as staff demonstrate how to safely use scissors to make snips in

paper and cut out circles and spirals. As a result, children are motivated to have a go and develop increased physical control as they learn how to open and close the scissors using one hand to make cuts in the paper. Children are active learners and proud of their achievements as staff give them plenty of praise and time to complete their chosen activities.

Children's learning is generally based on partnership working with parents. An initial assessment is undertaken following discussions with parents, observations on children's first day and information recorded in an 'All about me' form. Staff use this information to support children to settle. Over a short period of time staff undertake further observations to create a baseline assessment of children's starting points at the pre-school and complete the progress check for children between the ages of two and three years. They continue to observe and assess children's progress on a regular basis, recording their achievements in attractive learning journeys. This enables them to plan for their individual next steps in learning. Staff endeavour to share these records with parents on an informal basis and during organised stay and play sessions. However, this is not always successful as not all parents are aware of how their children are progressing or know how to support their learning at home. Staff support children who are learning to speak English as an additional language; they learn key words in children's home languages and help them to understand the pre-school routines, using photographs of key events and activities. This helps children to make steady progress in their learning in line with their peers. Children learn about different cultures and traditions as they celebrate a range of festivals throughout the year that acknowledges the diversity of children attending the pre-school.

Activity planning is soundly embedding in practice. For example, children explore the meaning and sound of new words as they select a word from the 'adopt a word' basket. This enables them to build up a wide range of vocabulary as they begin to incorporate their chosen word into a meaningful sentence. They take their word home to share with their parents to create a shared learning experience. The majority of children throughout the pre-school are busy and engaged with their play. They enjoy singing songs and listening to stories read by staff, on an individual basis and within larger groups. Staff use intonation in their voice to engage children's curiosity and challenge their critical thinking. They ask open-ended questions, such as 'where do you think a bluebell will grow?' which stimulates children to talk about what they know as they make suggestions. Children's personal, social and emotional development is supported as they begin to learn the pre-school's behavioural expectations during whole group time. Staff have devised pictorial cards which demonstrate good sitting and listening. Children independently retrieve these cards and show them to the group. As a result, children learn to take it in turns to speak and listen to each other and staff.

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

Children are happy and settled in the setting as they form generally good relationships with caring staff. This is because there is an effective key-person system in place. Key persons work well with parents and children when they begin attending the setting. Children and their parents make a number of visits, based on their individual needs, before staying for the whole session. Sufficient information is gathered from parents, such

as specific dietary needs, medication and personal routines. This ensures continuity in children's physical and emotional well-being. The staff are kind and caring towards the children, which supports their well-being and sense of security. For example, they reassure those children who are a little upset when they arrive by calmly reading them stories and offering them a gentle cuddle. Children learn some appropriate safety messages, as staff explain that they must wear a high visibility jacket when playing outside so that they can be seen. However, children are actually given a false sense of security as safeguarding children practice and procedures are inconsistently implemented to ensure that they are adequately protected.

Toys and equipment are of good quality with a majority of them stored in clear containers, mobile drawers and units where children can easily see what is available, as they help themselves. This allows them to follow their interests and supports their independent choice of activities as they take control of their own learning. Welcome signs in a range of languages and scripts help create an inclusive and welcoming environment to all. Dolls, small world figures, pictures and books further extend the children's opportunities to identify and learn about similarities and differences, therefore, helping to further their development of a positive and more informed attitude to people from other cultures. Children are encouraged to be physically active in the extensive outdoor environment in the fresh air, which aids their continuing well-being. For example, they run, skip, ride on scooters, bikes and take part in 'wake and shake' sessions. In addition, they develop increased control of their bodies as they carefully make their way through a marked out course while balancing a beanbag on their head. This means they develop their physical capabilities and begin to learn about the effects of energetic activities on the body. Children are encouraged to enjoy their food and appreciate healthy choices in order to promote their continual growth and development. They enjoy nutritious snacks, including a variety of fresh fruit, and drinks which are constantly available. Weekly cooking activities further enhance children's understanding of a varied and balanced diet. All children are encouraged to develop appropriate hygiene routines and learn that they must wash their hands after using the toilet and before eating. Staff effectively monitor this to ensure good hygiene practices are learnt. This helps to minimise the risk of cross-infection.

Children generally behave well as staff provide them with clear messages about expectations and model appropriate behaviour themselves. Staff frequently praise children for their achievements and award them with a handwritten sticker. As a result, their self-esteem is increased as they proudly show these to their parents. Children develop independence and self-care skills as staff encourage them to manage their own clothing. For example, they help to put on their own aprons before they play with the water, serve themselves food or pour their own drinks. Staff have plans in place to support older children as they prepare to move on to other early years settings. For example, they plan to increase children's confidence of their new environment by sharing photograph books and inviting them to try on the uniforms of various new settings. In addition, teaching staff from the setting the children will be moving on to, are invited into the pre-school. This provides opportunities for the children to meet their new teachers from the security of their existing pre-school. Their existing key person can also take the opportunity to share the children's learning and development records, helping them to plan and learn about each child prior to placement.

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

This inspection was prioritised by Ofsted following a notification from the provider. This was in relation to a child leaving the pre-school premises unsupervised. The provider has acted responsibly and met the requirements of the Early Years Foundation Stage by informing Ofsted within the required time period. However, a number of breaches of requirements were found following an investigation into this incident and during the full inspection process. In addition, some of the requirements of the Childcare Register for older children are not met. This has a significant impact on the children's safety and well-being. As a result of the notified incident, the provider has acted promptly by implementing a new procedure for parents when they collect and drop off their children. In addition, she has installed a high safety latch on the external door, and staff's understanding of their roles and responsibilities has been reinforced. All staff, including the designated lead for safeguarding, have attended appropriate training. They are aware of the signs and symptoms of abuse and knowledgeable about what to do in the event of a concern. However, they are unable to act upon any concerns without delay as contact information for the Local Safeguarding Children Board and other relevant agencies is not available. Furthermore, the provider and staff do not consistently act upon the pre-school's policies and procedures to safeguard children. This is in relation to keeping an accurate record of children's and staff's attendance. For example, staff rely on parents to sign their children in and out of the pre-school. Consequently, staff are unaware how many children they are caring for throughout the day.

The provider completes an annual risk assessment which is supplemented with daily checklists. However, risk assessments do not identify how potential hazards to children can be managed to minimise risk. For example, they do not show how everyday routines which impact directly on children are made safe, such as the safe arrival and collection of children. They do not include the safe organisation and use of single-handed tools, including scissors. In addition, on the day of the inspection, staff failed to complete a risk assessment of the outdoor area prior to children accessing this. The outdoor area is not completely enclosed. It is frequently used by pupils of the adjoining school and users of the sports centre over the weekend period. Therefore, potential hazards, such as cigarette ends and litter are required to be removed. This means that children's welfare is compromised. The provider follows secure and robust recruitment and vetting procedures to fully ensure the suitability of her staff team. Disclosure and Barring Service checks are undertaken on all staff, in addition to reference checks from previous employers. Volunteers or newly appointed staff waiting for their checks are consistently supervised by a checked member of staff and have limited access to children. All staff and volunteers complete induction training when they are first appointed. This ensures that children are cared for by appropriate people.

Monitoring of the educational programmes, including planning and assessment is sufficient. The provider regularly checks children's learning journeys and trackers to ensure that they are progressing well and any gaps in learning are quickly identified. Children are cared for by a suitably qualified team. However, the monitoring of staff performance is poor. Staff do not receive regular supervision or annual appraisals to

identify their training needs. As a result, staff have insufficient opportunities to improve their teaching and deepen their understanding of the requirements of the Early Years Foundation Stage. A majority of recommendations and actions raised at the last inspection have been met, however, current self-evaluation procedures are weak. Staff develop appropriate friendly relationships with parents. Parents comment positively on the helpful and caring nature of the staff and that they effectively support children to settle when they first join. They find that the newsletter is informative and they feel confident in approaching any member of staff should they have a concern. However, they are less well informed about how to raise a concern directly with Ofsted, as the provider does not make this information readily available. Staff understand the importance of partnership working with external agencies in order to secure appropriate interventions for children to receive the support they need if required. In addition, partnerships with other providers who deliver the Early Years Foundation Stage are continuing to be developed in order to provide continuity in the children's care and learning. For example, links have been established with a local primary school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that a written copy of the complaints procedure is made available to parents (compulsory part of the Childcare Register)
- ensure that risk assessments are undertaken on the premises and equipment and that measures are taken to minimise any identified risks (compulsory part of the Childcare Register).

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	EY461937
Local authority	Essex
Inspection number	975312
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	34
Name of provider	Shelagh Maria Donovan
Date of previous inspection	17/09/2013
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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