

Newhall Pre-School

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

Inspection date	06/11/2014
Previous inspection date	19/05/2014

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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

- Procedures to assess the suitability of staff during the recruitment process are not robust because the provider does not gain sufficient information. As a result, children's well-being is compromised.
- The provider does not have established systems of staff supervision in place for monitoring the quality of teaching. This results in poor identification of training needs to promote consistent challenge and a good quality of teaching for children.
- The staff have systems for planning in place but these do not take into account children's individual next steps or identified gaps in learning. Therefore, staff do not make effective use of planned activities or free play to support children to make good progress.
- The role-play area in the pre-school does not invite or encourage children to fully use their imaginations, explore familiar home experiences and maximise their opportunities to develop social skills associated with imaginative play.

It has the following strengths

- Staff use every opportunity to engage children in discussion and extend their vocabulary. As a result, all children, including those learning English as an additional language, make some progress in their communication and language development.

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 indoors and outside.
- The inspector carried out a joint observation with the manager and held discussions with the manager and both members of staff.
- The inspector took account of the views of parents through discussions on the day.
- The inspector looked at the pre-school self-evaluation, certificates of staff training, some evidence of suitability of staff and a range of other documentation, including the safeguarding procedures.

Inspector

Rachel Pepper

Full report

Information about the setting

Newhall Pre-School registered in 2013 and is on the Early Years Register. It is situated in purpose-built premises, in the Mark Hall area of Harlow, 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 15 children on roll, all of whom are in the early years age range. 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 and supports children who speak English as an additional language. There are three members of staff employed to work with the children, all of whom 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:

- make sure people looking after children are suitable to fulfil the requirements of their roles by ensuring recruitment procedures are robust and implemented effectively by those who have responsibility to ensure the suitability of staff
- improve leadership by implementing effective supervision of all staff to provide coaching and training for staff, to ensure children consistently receive good quality teaching and appropriate levels of challenge
- develop assessments of children to show accurate attainment levels, by improving the systems of planning to include children's individual next steps and identified gaps in their learning.

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

- enhance the programme for expressive arts and design so that children have stimulating resources to aid their role play based on first-hand experiences and maximise opportunities to develop their social skills.

Inspection judgements

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

Staff have an adequate understanding of the Early Years Foundation Stage and implement this through a variety of adult-led and child-chosen activities. The quality of teaching is mainly good, although at times staff fail to extend activities to fully engage children and promote consistent challenge. For example, during an activity exploring the properties of ice and size variations, children quickly lose interest and move away. Staff continue the activity with two children, but fail to offer further resources to stimulate children's interest. This means that children are not always progressing as well as they might. Staff regularly observe children during play and record their individual styles of learning. They use these to plan children's next steps. Staff complete planning each week, which includes offering continuous provision, some of which children access from low-level storage. However, the planning is of similar content each week and does not take into account children's next steps for learning or any gaps that staff identify. Although it is clear children are making some progress, the general assessments made do not show children's accurate levels of achievement. This creates confusion and impacts on staff ability to fully support children's progress. Nevertheless, staff do complete the progress check for children between the ages of two and three years in detail so they can identify early on where children are not making progress at expected levels. Staff engage children in purposeful dialogue at every opportunity. They model language clearly and use soft tones as they gently prompt children to participate, supporting their emotional needs. Children respond to open-ended questions and use describing words, such as beautiful, when carefully adding fragrance drops to their malleable dough. In the sports hall children sing softly, then loudly, they move slowly and then faster as they move their bodies in time to the rhythm, developing their physical agility. Staff support children learning English as an additional language as they share dual-language books with them and write labels in both languages. As a result, staff effectively support all children with their communication and language development.

Staff support children to listen attentively and follow simple instructions as they work in group situations. Staff also teach older children the specific areas of learning. For example, children freely access a literacy trolley full of pens and paper to practise their early writing skills. Furthermore, staff teach children to look for solutions when conducting simple experiments, such as by questioning children and asking them how they can make bubbles for the machine. Children concentrated as they took turns to add various amounts of washing liquid to water. They then measured their success as they each used their smaller finger muscles to hold the machine and manage the buttons, supporting their physical skills. However, staff do not have sufficient knowledge of children's individual next steps to support them effectively to make good progress in readiness for school.

Partnerships with parents are generally good, as staff use discussions to communicate on a daily basis. The manager has implemented new systems and records information, such as what children can already do when they begin at the pre-school. This helps them to establish each child's starting point and plan activities to support their progress. Furthermore, staff display the current topics to keep parents fully informed of the activities children take part in. The manager is also beginning to involve all parents in working on

children's next steps and provides resources in line with these. This means that parents can extend the learning at home, providing continuity in children's learning. Initial feedback from parents has been positive and parents spoken to on the day of inspection are keen to become more involved.

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

Children's well-being is compromised because insufficient consideration is given to ensure safeguarding measures are robust. The manager has failed to implement and follow safe recruitment procedures for staff currently working at the pre-school. This places children at risk. Nevertheless, children enjoy their time here and have formed sufficient attachments to staff. Staff respond quickly to children who need help and offer reassurance to those who are upset. This supports children's social and emotional development. A key-person system is in place and parents are aware of who takes the specific responsibility for their child. Staff gather details about each child when they begin. This includes information on children's likes, culture and dietary requirements. Staff refer to this during the day to help enable a smooth move between home and the pre-school for each child. This offers children continuity in the care that they receive.

Staff teach children to behave well as they offer clear explanations of acceptable behaviour. For example, children are reminded not to push others and wait their turn. Staff praise children for waiting and good sharing, raising their self-esteem. Staff use positive language to explain how actions can make others feel, furthering this understanding for each child. Children are supported to socialise through activities, such as team games when they use the main hall. Staff encourage children to stand in the centre of the circle as they sing and after each verse choose a friend to join them. This increases the responsibility that each child takes and supports their developing relationships. Consequently, children begin to gain the confidence, which prepares them to move on to school. However, some areas of role play are less inviting than others, such as the home corner. There are limited resources for children to use, which help them relate to real-life experiences, allowing them to use their imaginations and develop their social skills further.

Staff promote children's health as they complement packed lunches from home with a selection of nutritious, balanced snacks. For example, children enjoy bananas, strawberries, oranges and apples mid-morning with milk or water to drink. Staff talk to children about what they are eating and encourage them to name the fruits. This increases their awareness of healthy options and extends their vocabulary. Staff encourage children to pass the plate on to the next person and use the tongs and jugs that they provide to serve themselves food and drink. Furthermore, children use the sinks to wash their hands at appropriate times and operate the taps and dryer without help, demonstrating that children have many opportunities to develop their independence. Staff wash their own hands at regular intervals throughout the day, to promote a safe hygiene practice and reduce the risk of contamination. Children enjoy regular exercise and fresh air as they have access to a large outdoor area and additional facilities of the school. Children use their energy to walk or run around a 200 metre athletics track and strengthen their

leg muscles as they eagerly pedal the bikes outside. Therefore, children's physical development is supported well. Children are aware of how to keep themselves safe, as they put on their high visibility jacket to move between the different areas used and hold onto the roped rings as they walk. The equipment is well maintained and suitable for the ages of children who attend.

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

This inspection followed a previous judgement of inadequate and a subsequent monitoring visit. Although the manager of the pre-school is enthusiastic and extremely keen on making improvements, there are significant weaknesses in the provision that have a negative impact upon children's safety and well-being. The provider has failed to follow robust recruitment procedures and does not obtain all the required information to assess staff's suitability to work with children when she first hires them. This places children at risk and means safeguarding and welfare requirements of the Early Years Foundation Stage are not being met. However, the manager has successfully addressed the majority of the actions raised at the last inspection, showing her commitment to improve. For example, staff now accurately record children's hours of attendance and sign themselves in and out. The manager has also implemented new safeguarding procedures to follow during drop-off and collection times. This ensures that no unauthorised person can gain access and children cannot leave the premises unsupervised. In addition, staff and parents now have the relevant information available to make any referrals relating to child protection procedures and carry out regular risk assessments to minimise the hazards for children. All staff have completed first-aid training to help them manage any accidents that children have. Furthermore, staff complete a regular fire evacuation practice so that they know what to do in the event of an emergency.

Staff complete a thorough induction, which informs them of their roles and responsibilities and ensures that they are fully aware of the pre-school policies and procedures. However, although the manager has now introduced peer observations, staff do not receive regular supervision to identify their training needs and monitor ongoing performance effectively. As a result, staff have insufficient opportunities to improve their teaching to ensure a consistently good standard is achieved. The manager attempts to keep herself up-to-date with the learning and development requirements, through her links with the local authority, and uses the internet as a source of information and ideas. She uses self-evaluation to identify some weaknesses and has benefitted from further support through a development officer and has acted upon suggestions made. These partnerships also provide her with access to specialist support if needed for the children in her care.

Overall, partnerships with parents are good, as staff share regular information through daily discussions and the manager has many plans in place to involve parents further. Staff use these discussions to gain the views of parents and the manager endeavours to increase this feedback as she asks parents to contribute to children's journals. Staff

display information for parents so that they are aware of who to contact and the process that staff follow, should they wish to make a complaint. Staff also inform parents of the strict policy, which prohibits the use of mobile phones in the preschool, to protect children's welfare. Staff gain the views of children as they discuss their likes and dislikes and observe their interaction during activities. However, observations are not always acted upon and included within planning, to support children in reaching their optimum potential.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	983554
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	15
Name of provider	Shelagh Maria Donovan
Date of previous inspection	19/05/2014
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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