

## Inspection date

8 June 2015

Previous inspection date

9 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- The provider has a poor understanding of the requirements of the Early Years Foundation Stage. Ofsted has not been notified of all changes to the committee members, trustees and the nominated individual. Suitability checks for all these individuals are not sought or obtained in a timely manner. Consequently, children's safety is not assured.
- The provider does not have a written safeguarding policy and procedure, that covers the safe use of mobile phones and cameras.
- The provider has not put appropriate arrangements in place for the supervision of staff. This results in reduced opportunities for identifying staff training needs to improve outcomes for children.
- Staff do not make best use of their observations to swiftly address gaps in all children's learning, to enable children to make the best possible progress. Staff do not help children to fully develop their independence, particularly their self-help skills.
- Despite the well-qualified staff team, teaching is variable. They do not always effectively organise planned activities or offer sufficient support for all children. Consequently, some children lose interest as they are not fully engaged or challenged in their learning.
- The provider and staff team do not effectively evaluate the quality of practice in the pre-school. This means that weaknesses in practice are not swiftly identified or addressed in order to drive forward improvements.

### It has the following strengths

- Staff are alert to the signs of possible abuse and neglect. They know the correct procedure to follow should they have concerns about a child.
- Staff encourage children to use a range of tools to make marks that develop their early writing skills. This helps prepare them for the next stage in their learning or school.

## **What the setting needs to do to improve further**

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

- implement a written safeguarding policy and procedure that includes the safe use of mobile phones and cameras and ensure these are shared with parents
- implement effective supervisions for all staff to ensure they are provided with support to raise the overall quality of practice and outcomes for children
- develop robust planning to ensure that gaps in children's learning, particularly in communication and language are swiftly addressed through specific activities tailored to meet children's individual needs
- ensure that children are supported in their personal, social and emotional development, enabling them to advance further their independence and self-help skills
- review the organisation of planned activities ensuring that they are more accessible to children and that staff provide children with their full attention to challenge and support learning.

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

- implement a more rigorous and effective system for self-evaluation, to identify weaknesses and address them through a successful action plan.

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

- inform Ofsted of the name, date of birth, address and telephone number of any member of the committee and trustees (compulsory part of the Childcare Register)
- inform Ofsted of changes to the nominated person (compulsory part of the Childcare Register)
- inform Ofsted of changes to the nominated person (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed activities in the two indoor play areas, as well as the outdoor play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the leader of the pre-school.
- The inspector held joint discussions with key persons in relation to observations of the children's play, learning and progress.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector looked at evidence of the suitability of staff working in the pre-school.
- The inspector reviewed the pre-school's self-evaluation form.

### Inspector

Lorraine Pike

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

All children, including those who speak English as an additional language make steady progress. This is because staff use words in children's home languages and provide activities that generally support all areas of their learning. Staff routinely observe and assess children's progress. However, staff do not consistently make good use of their observations. They do not plan additional activities to maximise children's progress and/or swiftly address gaps in their learning. Children play an active part in planning. They suggest their favourite books, which staff incorporate into interesting activities that excite them. For example, they plant beans to grow into beanstalks. Staff teach them about growth and they develop good coordination as they use spoons to scoop soil into their pots. However, staff do not always effectively organise these activities. This is because the area used is small, limiting the number of children who can participate at any one time. Staff are unable to give their full attention as children crowd around. This also means that some children are left waiting and are not fully engaged. Staff challenge children's thinking as they ask probing questions, encouraging them to make predictions.

### **The contribution of the early years provision to the well-being of children is inadequate**

Children's safety and well-being are not adequately protected. This is because the pre-school's provider does not understand its legal responsibilities. Staff are warm and friendly. Consequently, children demonstrate a fondness for staff and seek them out to tell them about their recent holidays. Children have many opportunities to be physically active in the inviting outdoor area. Their confidence is increased as staff encourage them to have a go at balancing on the stepping stones. Children have limited opportunities to develop their independence and self-help skills. For example, staff do not encourage children to serve themselves snack, pour their own drinks or manage their own clothing. Children develop an understanding of how to keep themselves safe. For example, staff calmly remove a live bee from the ground in the outdoor area, explaining to the children the reasons for doing this.

### **The effectiveness of the leadership and management of the early years provision is inadequate**

Children are not adequately safeguarded. The provider has not ensured that Ofsted is notified of changes to the committee members, trustees and nominated individual within the required timescale. Furthermore, the provider has not ensured that the required Disclosure and Barring service checks have been carried out on these individuals. However, all necessary checks are undertaken for the staff who are working directly in the pre-school. Partnerships with parents are good and they speak highly of the pre-school. Staff share the policies and procedures with them. However, parents are less informed about the pre-school's responsibilities in relation to the use of mobile phones and cameras within the pre-school. This is because there is no written policy and procedure in place. Staff do not receive supervision to accurately identify their training needs. Therefore, training is not always focused on developing staff knowledge to support the specific needs

of individuals or groups of children. The leader reviews the range of learning activities and children's progress. However, self-evaluation methods do not successfully identify and swiftly address weaknesses in practice and breaches in requirements.

## Setting details

<b>Unique reference number</b>	127954
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	874803
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Orchard House Pre-School Committee
<b>Date of previous inspection</b>	9 February 2011
<b>Telephone number</b>	01920 486627

Orchard House Pre-School was registered in 1995 and is in Ware, Hertfordshire. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens during term time only. Sessions are available Monday to Friday from 9.15am until 12.15pm. Afternoon sessions run Monday to Thursday from 1pm until 4pm. An optional lunch session is also available 12.15pm to 1pm, Monday to Thursday. The pre-school provides funded early education for two- and three-year-old children. It supports a number of children who speak English as an additional language.

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