

# Cuffley Pre School

Inspection report for early years provision

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**Unique reference number** 148145  
**Inspection date** 02/03/2009  
**Inspector** Jill Nugent

**Setting address** Cuffley Youth Centre, Station Road,, Cuffley, Hertfordshire,  
EN6 4EY

**Telephone number** 01707 872642

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Cuffley Pre School opened in 1968. It operates from the Youth and Community Centre in Cuffley. Access to the centre is at ground level directly from the car park. Children have the use of one large playroom and access to an outdoor play area. The pre school is open every weekday during term time, from 09.15 until 12.15 on Tuesdays and Thursdays, 09.15 until 13.15 on Wednesdays and 09.15 until 14.45 on Mondays and Fridays.

The pre school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A total of 24 children within the early years age group may attend at any one time. Currently there are 30 children on roll within the early years age group. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The pre school employs five members of staff, three of whom hold relevant early years qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the setting is good. The pre school offers a welcoming and inclusive service where children enjoy a variety of stimulating play activities. There are effective systems in place for tracking children's development and this contributes to children making good progress towards the early learning goals. Staff promote children's welfare through the implementation of appropriate policies and procedures. Most of the required documentation is in place and staff are well managed in their day-to-day organisation of the setting. They evaluate their practice so as to maintain continuous improvement and have relevant targets for future development.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- take more opportunities to challenge and extend children's learning as they participate in self-chosen play activities
- extend the information for parents relating to the learning experiences planned for children within the Early Years Foundation Stage.

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment of each type of outing that children take part in (safeguarding and welfare) 09/04/2009
- notify Ofsted of any changes relating to the management of the provision (suitability of adults). 09/04/2009

## **The leadership and management of the early years provision**

The pre school has all the required policies in place and key policies are regularly reviewed to ensure that they include up-to-date information. All operational records are well maintained. Staff work together effectively as a team, sharing responsibilities and meeting together to plan the educational programme. There are formal induction and appraisal systems for staff and they are encouraged to attend training so as to continually improve their practice. The owner has introduced a system of self-evaluation so that staff can identify the strengths of the provision and also areas requiring further development, in order to work towards improving the outcomes for all children. For example, there are plans to extend the outdoor play area and introduce a laptop computer in the near future. However, the owner is not aware that she needs to clarify the role of her deputy manager to Ofsted so that the required checks can be made.

Staff have a good knowledge and understanding of safeguarding issues and know what to do if they have any child protection concerns. They work closely in partnership with parents to enable them to meet children's individual needs. If necessary staff attend extra training to ensure children's needs are catered for appropriately. Parents are offered information about the setting, including its policies and procedures, although this has not been updated to include useful information about children's learning in the Early Years Foundation Stage. Information about individual children's development is shared effectively through learning journey books and termly reports. In this way parents are encouraged to be involved in their children's ongoing learning. Parents are also encouraged to be involved practically through providing the snacks and volunteering to help out. In questionnaires they express their satisfaction with the care and education on offer.

## **The quality and standards of the early years provision**

Children benefit from the organisation of the learning environment which allows them to explore a wide range of resources and equipment freely, both indoors and outdoors. Staff's flexible approach enables children to make their own choices, often using resources imaginatively in different situations. Children develop self-confidence and learn to concentrate for longer periods of time. Staff ensure that the activities on offer cover all learning areas and they reinforce children's learning effectively at group times, especially in the areas of literacy and numeracy. For example, children develop their use of language as they talk about objects brought in to show each other and have fun joining in songs and rhymes at circle time. They become happily involved in free play, for example, drawing pictures, filling and emptying containers and dressing up. In this way they are encouraged to become active learners, enjoying the support of staff as the adults interact with them during play. However, staff do not always take these opportunities to challenge children, encouraging communication and thereby extending their learning.

Staff have comprehensive observation and planning systems in place whereby they assess children's individual stages of development. They make good use of their

observations of children's learning to organise activities that meet children's individual learning needs. They also take into account children's particular interests, ensuring that these are followed up week-by-week in the overall planning. The written planning is set out very clearly, offering useful ideas to help staff promote children's learning through play. Children learn about numbers, and letters and have a variety of opportunities to take part in role play or explore creatively. They find out about the natural environment when taking nature walks or looking closely at natural objects, such as ice cubes. They learn more about different cultures through using resources which reflect diversity. There is good access to books which supports children's learning in all areas. They take part in physical activities using equipment, such as slides, tunnels and hoops. Outdoors they enjoy various wheeled vehicles, developing control and coordination as they negotiate space.

Children develop close relationships with others and like to play and relax, together. They behave well and are particularly attentive at group times. Staff ensure that children are cared for in a safe and healthy environment. They prioritise security when children arrive and leave the building. They carry out regular risk assessments and safety checks, although these do not include assessments of potential risks on outings, for instance, when planning walks on the adjacent field. There are appropriate medical procedures and records in place and children eat a variety of healthy snacks. They are able to access drinking water during the day so that they avoid the risk of dehydration. Staff are aware of children's care needs and respond immediately to their requests, for instance, to use a tissue or go to the toilet. They promote a calm atmosphere and gently remind children of the safety rules so that they develop an awareness of personal safety. As a result children become absorbed in their play activities and are often reluctant to tidy away at the end of a session.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.