



Hadlow Community Pre-School

Inspection report for early years provision

Unique Reference Number	EY315875
Inspection date	28 April 2006
Inspector	Vanessa Wood

Setting Address	The Annexe, Old School, Hadlow, Kent, TN11 0EH
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Telephone number	01732 852 304
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Registered person	Hadlow College
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Type of inspection	Integrated
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Type of care	Full day care
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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Hadlow Community Pre-School is run by Hadlow College. It opened in 2005 and operates from 2 rooms in the annex building to the Old Hadlow School. It is situated in the village of Hadlow close to Tonbridge. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 08:30 until 17:00 for 38 weeks of the year. All children have access to a secure enclosed outdoor play area.

There are currently 48 children aged from 2 to under 5 years on roll. Of these 25 receive funding for nursery education. Children come from the local area and places are open to students who attend the college. The pre-school currently supports children with special needs but no children attend with English as an additional language.

Hadlow College employ seven staff to work with the children. Of these, five staff, including the manager, hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from cross infection by the staff's careful attention to good hygiene practice. They develop good standards of independence in their personal care, having easy access to suitable toilet facilities. They help to keep their environment clean and tidy by helping to clean the table surfaces after meal times. The majority of staff have an up-to-date first aid qualification and clear policies and procedures are in place to enable sick or injured children to be cared for effectively. Children enjoy a healthy diet at snack time. Children sit in small groups and take responsibility to hand out mugs and plates, collect the snack, and tidy up afterwards. They learn to eat together, sharing fruit, bread sticks and cheese. They independently pour their own drinks. Lunch consists of a packed meal provided by parents. Children enjoy daily outdoor play in the adjacent garden which is well equipped with a good range of exciting activities to promote a healthy lifestyle. They learn physical control and co-ordination when using the climbing frame and develop their imagination as they play in the fort and play house. Indoors they dance and do actions and movement to music. Children learn about the change in their bodies as staff ask them if they are hot from running around and offer a drink of water. Children use a range of equipment and interesting activities to develop their manipulative skills. For example, in the outdoor play space there is a large chalkboard and coloured chalks, sand and earth trays with tools and hanging saucepans and wooden spoons to make music. Indoors there are many opportunities to make things using junk materials, building blocks and play dough.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very clean, well maintained environment. Staff value children's contribution to the pre-school and their work is displayed attractively around the rooms and on the walls of the outdoor play space. A thorough risk assessment has been carried out and staff have taken precautions to protect children. For example, all dangerous substances are in a locked cupboard and all doors are secure to ensure children cannot leave the building or the garden unsupervised. Children can move confidently and safely around the building and

outdoor play space. Effective procedures are in place for the safe evacuation of the premises in the event of a fire. Children learn rules to keep themselves safe, for example not to climb on the furniture in case they fall. Furniture and storage units are all at child height so that children are able to make independent choices. Children's welfare is supported by the staff's understanding of child protection procedures and support from Hadlow College where there is a team to co-ordinate procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children come into the pre-school confidently and settle quickly into familiar routines. They form strong trusting relationships with staff and play happily alongside other children. They independently make choices and concentrate for long periods at their chosen activities. Children from 2 years attend the pre-school and staff differentiate activities to allow all children to take part. For example, when children are making models from junk materials, younger children are given more help to use the scissors and stick objects together. However, staff do not use the Birth to three matters framework and this is an area identified for development to improve the care for younger children.

Nursery Education

The quality of teaching and learning is good. Staff are experienced and most are qualified and have a good knowledge of how children learn. This ensures that children make good progress in all areas and enjoy a balanced programme of activities. Good use is made of the available space to provide a stimulating environment especially in the outdoor play area. Recording assessments of children's achievement is being developed together with how to clearly show the long and short term plans. However, the flexible plan in place ensures children are receiving a balanced programme of activities to cover the stepping stones and meet their individual needs. Children with special needs are supported well as staff liaise closely with parents and other professionals.

Children are confident and greet each other warmly. Their behaviour is good and minor disputes are settled quickly with good staff support. Children are able to make choices in their play and are given time to finish what they are doing. They have the choice of playing outdoors or indoors in an environment that is well planned. Children can sit quietly to listen when appropriate and concentrate for long periods on their chosen activities. They enjoy story time with activities to extend learning. For example, children put characters and objects on a board as they appear in the story. Children learn good communication skills at snack time when they delight in talking about a poster they have made about living things, such as vegetables that grow under the ground and those that grow above the ground. Children are given good opportunities to learn to write their name and begin to recognise their name and others. Children learn the meaning of numbers as they count the number of children in the group and through number games and rhyming songs. Good opportunities are created during snack time for children to begin to understand the early concept of addition and subtraction. Children frequently talk about past and present events in

their own lives and learn about the lives of others. They have first hand experience to learn about the natural world through planting spring bulbs and plants and taking care of these. They experience the growth of tadpoles and record the changes that take place. Children learn to protect the environment through helping staff recycle paper and by filling the compost bin with garden rubbish. A computer is available for daily use so that children can learn about technology. Children's creativity is developing well as they freely explore musical instruments in the music corner with sheet music and words and independently sing along to well known children's songs. They express their ideas as they draw and paint freely both indoors and outdoors and construct with recyclable materials.

Helping children make a positive contribution

The provision is good.

Children show a good standard of confidence and independence. Their individuality is respected and they demonstrate a strong sense of belonging. They are familiar with routines and know what is expected of them. Staff work with the children to support and encourage them. Good procedures are in place to work with children with special needs. Children are well behaved as staff praise and encourage achievements and promote children's self esteem. They develop a positive attitude to others and gain an understanding about the wider world through learning about festivals and playing with a variety of resources introducing them to other cultures. Children's spiritual, moral, social and cultural development is fostered well. Partnership with parents is good. Parents receive information about the group through the prospectus, notice board and regular newsletters. Informal meetings with parents ensure that information about their children's progress towards the stepping stones is shared. Staff are taking steps to encourage parents to be involved in their children's learning and plans are in place to extend this further.

Organisation

The organisation is good.

Children benefit from good levels of supervision from experienced and qualified staff who form a strong team. Good use is made of the space to provide a safe and stimulating environment. Leadership and management of the setting are good. Hadlow college ensures that effective recruitment procedures are in place. Staff are encouraged to take up further training to enable the ongoing development and improvement of the group. Staff appraisals are due to be done at the end of this school year to assess the quality of teaching and any staff development needs. Clear policies and procedures are in place to support children's welfare and staff are aware that all records must be stored securely and confidentiality maintained.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure knowledge of Birth to three matters framework is put into practice and used to enhance care for young children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop assessments of children's development and show how this is used to inform future planning
- develop long and short term plans to show clearly how the stepping stone will be achieved
- continue to develop ways of including parents in children's learning

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