



## Hawkslade Farm Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY311978
<b>Inspection date</b>	12 May 2006
<b>Inspector</b>	Elizabeth Juon
<b>Setting Address</b>	Hawkslade Community Centre, Barley Crescent, Aylesbury, Buckinghamshire, HP21 9YL
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<b>Registered person</b>	Jill Gannon & Sharon Robertson
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## 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](http://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?

Hawkslade Farm Pre-school opened in 2005 with the present owners and operates from a community centre. It is situated in Stoke Mandeville, near Aylesbury. A maximum of 32 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.20 to 11.50 term time only. All children share access to a secure outdoor play area.

There are currently 45 children aged from two to under eight years on roll. Of these,

30 children receive funding for nursery education. Children come from the local area. The pre-school currently supports children for whom English is an additional language.

The pre-school employs seven staff. Three of the staff, including both managers, hold appropriate early years qualifications; two staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The environment is clean and tidy. From an early age, children learn the importance of good personal hygiene through effective daily routines such as washing hands before eating. The appropriate use of medical and accident records safeguards children's health; staff are attentive to children's medical needs. Staff hold current first aid certificates, ensuring children receive appropriate care should an accident occur. Children learn the need to wear hats before going outside on a hot day to protect them from the effects of the sun.

Children enjoy healthy and nutritious snacks throughout the week, encouraging them to develop healthy eating habits from a young age. Children learn the benefits of a healthy diet through discussion and activities. Staff follow good hygiene procedures when serving food to safeguard children's health. Drinks are available to children throughout the day; children from three years old confidently help themselves. This encourages children to think about their personal needs and practise useful skills such as pouring. Snack time provides an opportunity for children to sit together and talk, developing their social skills.

Children regularly enjoy a range of activities that contribute to their health and develop their physical skills. They play on large equipment outside, negotiate space well when pushing prams and riding cycles, manoeuvring round obstacles. Children's fine motor skills are developing well using a range of small tools.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, modern, well-organised environment, allowing them to move around and play safely. A carpeted area of the room is cosy for the children so they can sit and play in comfort. There is a separate area for messy play and art and craft activities. The outdoor play area is safe for children to enjoy fresh air and play with larger toys and equipment.

Children enjoy a varied selection of activities attractively set out and easily accessible to all. A good variety of age appropriate resources occupies the children and stimulates interest and imagination.

Children benefit from an excellent range of safety measures, such as an alarmed exit and a secure outdoor play area. Regular visual checks of toys and resources ensure there are no broken parts or small pieces that could harm a child. The children are becoming aware of rules that promote safety in the setting, for example, staff give them gentle reminders to walk. Children are beginning to learn to keep themselves safe to avoid accidental injury by taking turns when playing on equipment. Hazards to children have been minimised enabling them to play, learn and explore safely. Children are secure in the premises; there is a locked front door with a bell for entry and effective procedures for the safe arrival and departure of children. Children and staff practice the emergency evacuation procedures on a regular basis helping children become familiar with the routine in the event of an emergency. However, this is not practised with younger children in the afternoon session.

The staff have only a basic knowledge and understanding of child protection issues but they do have clear procedures to follow should concerns arise about a child in their care.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children show interest in what they do and take part in a range of stimulating indoor and outdoor activities that challenge children and help them make progress. Children particularly enjoy playing outside. The activities on offer engage children's interest and attention effectively to keep them happily occupied. Children acquire new knowledge and skills; they benefit from visitors to the group such as a police officer. They are beginning to manage their own personal hygiene independently. Children make positive relationships and have friends. They are comfortable with staff and ask for help if needed, turning to any member of staff to meet their needs. Staff are kind and considerate so children feel secure. Children develop confidence and self-esteem, staff praise and encourage children's achievements.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a sound knowledge of the early learning goals. Children make good progress and achieve in each of the six areas of learning. Staff meet together to plan the educational programme within the six areas of learning, around half-termly themes. Staff interact with children during play encouraging and engaging with them to extend their learning to acquire new skills. Staff ask questions to make children think. Observations of children's progress inform future planning to meet children's individual needs. However, the weekly planned activities and observations are not linked to the stepping stones to assure children's progress through them.

Children are becoming independent. They see to their personal needs such as getting a drink or washing hands after messy play. Children are developing good relationships and get on well with peers and adults. They understand the need to share and take turns when playing together. Children behave well, respond quickly to requests from adults, understand the rules within the setting and tidy away toys when asked. This promotes good relationships and cooperation. Children are beginning to

understand differences in their lives to others around them. They talk happily about their home life and family. Children are interested in the activities available and spend time concentrating on self-chosen activities.

Children's listening skills are good. They take turns when speaking in large and small groups and join in discussions at story time. Children use language well to negotiate during play. Children speak confidently to each other and adults; their language is developing well. Children are beginning to recognise their name on labels. However, they do not have an opportunity to link sounds and letters to develop their understanding. There are opportunities to practice mark making and emergent writing skills. Pencils and paper are always available for children to use. Many children can write their own names.

Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities. They are developing mathematical skills using puzzles and sorting bears. Children make simple calculations at snack time and can count to nine and beyond.

They use the computer and are becoming competent controlling the mouse using educational programmes. Children use other technology equipment such as telephones, tills and calculators on a daily basis. Children enjoy using their senses to explore objects in practical activities, for example, with magnets and magnifiers.

The outdoor area is an asset to the pre-school and children have a great deal of fun playing outside, extending and developing their physical skills, on a daily basis. Children move confidently in a variety of ways, for example, on the climbing frame and pedalling the tricycles. They show good co-ordination when jumping and running. Children's fine motor skills are developing well. They are competent when selecting and using small equipment such as scissors, glue sticks and paintbrushes.

Children express themselves creatively through a range of mediums. They paint and draw pictures that represent their experiences. An interesting selection of accessible art and craft resources enables children to create spontaneously. Children particularly enjoy imaginative role-play in the 'health centre', expressing care and concern for poorly friends and babies, writing prescriptions and administering pills to take 'nineteen times a day'.

### **Helping children make a positive contribution**

The provision is good.

Children are fully included in the pleasant environment by the staff. The children come into the setting happily and confidently and display a sense of belonging. Children talk about their home life and things that are important to them. They move freely around the environment and know the routine. Paperwork is in place to ensure children's personal information is up to date to provide appropriate care. Children have access to toys that promote positive images, such as dolls and puzzles, and choose toys they like to play with. They have equal opportunities to maximise their enjoyment and potential. Children receive appropriate support from adults. They are becoming aware of cultural diversity and learn about different festivals, such as

Chinese New Year.

The staff have experience of caring for children with special needs, although none attends the setting at present. To support children whom speak English as an additional language staff use picture prompts to include them in decision-making and encourage their understanding of the English language.

Children are beginning to learn what is right and wrong through example and routines. Staff gently and consistently reinforce positive behaviour management with lots of praise and encouragement. Children are becoming familiar with the routines in the preschool; they are beginning to learn valuable social skills such as sharing. They enjoy each other's company and play together closely, developing relationships. The staff provide good role models by being calm and children respond well to their attention.

Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents receive information about the setting and the foundation stage curriculum. They are able to ask to see policies and procedures but these are not readily accessible. Regular newsletters and the large notice board display relevant information for parents. Parents spend time informally talking with the staff at the beginning and end of sessions. A key worker system is in place and they record observations of children's progress. However, the record of children's progress is not up to date and not available to parents in a written form. Parents spoken to at the inspection were happy with the provision and the care and progress their children are making but would appreciate written progress reports.

## **Organisation**

The organisation is good.

Children are happy and at ease in the setting. The staff's organisation of routine and the environment enhances the care of children and promotes their health and safety. The staff maintain appropriate ratios to give children adequate support and attention, contributing to their wellbeing and feeling of security. Vetting, recruitment and induction procedures are rigorous and ensure staff are suitable to work with the children.

The session is well-planned allowing children time for quiet and active play. The efficient use of space and resources enhances children's comfort and enjoyment. Staff work well as a team. Communication and guidance through regular team meetings allows them to provide a stimulating well-balanced programme for children.

All mandatory documentation is in place contributing to the welfare of the children, except for the complaints record log. Policies and procedures that underpin the working practices of the group are available in the setting for staff but not available to inform parents.

The quality of leadership and management of the nursery education is good. The children are making progress towards the early learning goals. All staff are involved

with regular team and planning meetings. Weekly plans are available to assist them with providing adequate support and learning opportunities for the children. Staff sufficiently maintain children's developmental records to inform future planning. However, there are no written progress reports for parents to see.

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**

On the basis of the evidence collected on this inspection:

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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):

- improve staff knowledge of child protection issues and signs and symptoms of abuse

#### **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):

- provide written information to parents on children's progress towards the early learning goals

- improve planning to indicate the learning intention is based on the stepping-stones to ensure children's progress towards the early learning goal

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