



## HARROW WAY PRE-SCHOOL GROUP

Inspection report for early years provision

<b>Unique Reference Number</b>	109939
<b>Inspection date</b>	28 September 2006
<b>Inspector</b>	Doreen Forsyth
<b>Setting Address</b>	Harrow Way Community School, Harrow Way, Andover, Hampshire, SP10 3RH
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<b>Registered person</b>	Harrow Way Community School
<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?

Harrow Way Pre-School Group opened in 1977. It is a community pre-school organised by a voluntary management committee. The pre-school uses a room in the community building in Harrow Way Community School in Andover, Hampshire. There is an enclosed outdoor play area.

The pre-school is registered to care for up to 26 children aged between three and five years old. Currently there are 40 children on roll, this includes 38 children who are in receipt of government funding for nursery education. The pre-school welcomes children with disabilities or learning difficulties, and children who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09:10 to 12:00 and 12:30 to 15:30 on Monday, Wednesday, Thursday and Friday and 09:10 to 12:00 on Tuesdays.

There are six members of staff working with the children. Of these four have Early Years qualifications at level 3, one has a relevant level 2 qualification.

The setting is a member of the Pre-school Learning Alliance and receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are adequately protected from infection and are well taken care of if they have accidents or become ill, because the practitioners follow appropriate health and safety procedures and practices, and because most staff have current first aid qualifications. However, children often use shared water for hand washing which exposes them to the risk of cross infection. All the required documentation that helps to ensure children's health and safety, for example, medication and accident records are suitably kept. Children are encouraged to learn good hygiene practices and routines such as washing their hands before eating and after visiting the toilet.

Through topic work and discussion with staff children learn about healthy eating and lifestyles. Children are provided with healthy mid-morning snacks, for example they have fruit, vegetables such as carrots, and toast. They are provided milk and water to drink. However, not all drinks offered are healthy and children do not have free access to drinking water at any other times during the session.

Children do not usually sleep or rest while at the pre-school, but there is a sleeping mat, blankets and bean bags available for children to use if they become tired and need to rest.

Children have good opportunities to take part regular physical activities both indoor and outside. The setting has a large enclosed playground which children access freely most days. Children use wheeled toys, balls and bats to help them to learn control and co-ordination, they take part in ring games and music and movement. When the weather is not suitable children often use an adjacent hall to play in and practise their physical skills. Children do not have many opportunities to develop their climbing and balancing skills. Children use a good range of tools and equipment such as cutters in the play dough, threading beads, scissors and glue sticks to practise their small muscle control. Children often enjoy walks in the school's large playing fields.

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

The provision is good.

Children are cared for in a safe, secure and well maintained environment. The room used is spacious and light and pleasantly decorated with children's work and posters. The staff have risk assessed the premises and have identified and minimised any potential hazards. The outside play area is safe and secure; staff undertake and record daily visual checks on the outside areas. The setting uses good security procedures to ensure children are collected by authorised adults.

All the required health and safety procedures are in place, including appropriate fire safety equipment. Children regularly practise emergency evacuation procedures, these are suitably recorded.

Children use a very wide range of well maintained suitable and age appropriate toys and resources, these are suitable for the purpose and help promote children's learning in the Foundation Stage. Resources are mostly stored in cupboards out of children's reach, but some are organised for children to independently choose what they play with such as a well resourced creative and craft area and some labelled drawers. Children choose what to play with from the activities set out by the staff, who then put out different toys at the children's request. Staff organise the rotation of resources well so that children have good opportunities to use all the resources.

Children are safeguarded because most staff understand their role in child protection and have attended relevant training. Staff are able to put appropriate child protection procedures into place if necessary.

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

The provision is good.

Children in the pre-school are involved in a broad range of interesting activities both planned and spontaneous that help them to learn and develop. Children are helped to settle into the pre-school and have very good adult support and attention because the provision ensures good staffing ratios are always maintained. Children are happy and enjoy learning; they respond well to the adults in the setting who are interested in what they say and do. The setting has good links with the local primary school that many of the children move onto, the reception teacher often visits the pre-school and in the summer term children visit the school.

#### **Nursery Education.**

Teaching and learning is good. The playroom is organised into learning areas so that all the areas of learning are equally presented. Most staff have a good knowledge and understanding of the early learning goals and how children learn. The supervisor and deputy plan activities that encourage children's learning. The planning is clear and shows what staff expect children to learn from adult focussed activities. Children's progress is observed and then recorded on to local authority assessment records. However, practitioners are not using the information they glean from these observations to assist in planning for individual children's progress in their learning. They do not record in these assessments what children can do when they first start out on the stepping stones towards the early learning goals, which makes it difficult for practitioners to build on what children already know.

Children learn to share and take turns, they understand they have to wait to play with different activities such as washing the dolls or playing in the sand. Staff encourage children to be polite to each other and remind them to say please and thank you. They have some opportunities to learn personal independence, for example, they are encouraged to put on their own coats and aprons. Children enjoy mark making and writing in their play, some children are able to write recognisable letters. Children can link sounds to letters and recognise their own and others

names. There is a good selection of books for children to read in the pre-school and a comfortable book area.

In their daily activities and play children begin to count, to understand numbers, and learn simple addition and subtraction. They learn about shapes and compare size when they use the good range of resources provided such as sorting activities and bead threading. They solve positional problems when playing with construction toys.

Children learn about their lives, the lives of others and about their own environment through the topics and themes presented. They have visitors to the setting such as an ambulance and medics. They talk about the changing seasons and walk and collect leaves in the school playing fields, but there are no growing things in the setting for children to observe. Children use resources such as toy electronic cash register and simple electronic toys to learn about how things happen and why things work, these are limited, children do not have opportunities to use information and communication technology to support their learning.

Children explore colours, textures and form when using paint and collage materials. They enjoy the free access they have to craft and collage resources. They learnt that when colours are mixed they make different colours in an Autumn colours topic. Children are able to develop their imaginations when using small world resources or when playing in the home corner and dressing up. The setting has a very good range of dressing up clothes but these are not always freely available. Children enjoy dancing and moving to music using streamers, they play ring games with staff. They have access to a wide range of interesting musical instruments.

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

The provision is good.

All children are welcomed into the pre-school and valued by the staff. Staff know the children and their families well, often siblings have previously attended the setting. This helps ensure staff can meet children's individual and differing needs. The setting has appointed a Special Needs Co-ordinator to help ensure that all children's learning needs are met as well as possible. If necessary she uses the expertise of an outside Special Needs Advisor to provide appropriate assistance and support.

Children begin to learn about diversity through using a wide range of good resources. These include small world figures that depict different backgrounds, skin colours and disabilities; dressing up clothes, puzzles and books. They enjoy celebrating special events and festivals such as Christmas, Easter and American Independence Day. They have also used chopsticks, tasted Chinese food, and made money envelopes to celebrate Chinese New Year.

Children learn to behave well. Staff have high expectations for children's behaviour, they praise children's efforts and achievements and reward good behaviour with stickers. Children know the routines of the pre-school and are proud to be 'helpers'. That help to tidy up each session and co-operate with each other to put away the toys. They sit quietly at group times and listen well to staff and each other. Children's Social, Moral, Spiritual and Cultural development is fostered.

Parents are welcomed into the pre-school at anytime and are able to spend time settling children into the pre-school. They receive appropriate written information about the setting, but the parent's leaflet and some policies require updating. All pre-school policies are available to parents including suitable complaints procedures. Parents are welcome to serve on the management committee and are encouraged to share their skills with the children. There are informative notice boards, regular newsletters and parent's evenings and open days.

The partnership with parents and carers is good. Parents are able to see the records of children's progress at open days and evenings and discuss their children's progress with staff at any time. The activities and planning are displayed so parent's know what their children are learning about. They are able to contribute to their children's learning by helping children to bring in items connected to the topics for the interest table. Information about the curriculum is displayed and is in the parent's leaflet. Ideas and suggestions of other activities parent's can do to help children's learning are included in the newsletters. The pre-school does not record information from parents about where children are in their learning when they enter the setting.

## **Organisation**

The organisation is satisfactory.

The staff and committee at the pre-school have a vision for the future of the setting and wish to see the pre-school thrive and improve. All staff in the setting are appropriately vetted and are suitable to have unsupervised access to young children; the pre-school has good vetting, induction and recruitment procedures in place. Most staff are experienced and have relevant qualifications, they are encouraged to train and attend training opportunities to update their skills. Appraisal systems are not yet in place to help monitor staff development and training.

Good adult/child ratios are maintained to ensure children are well supported and have appropriate attention, but the setting does not use a key-worker system to maintain consistency in children's care, to help to monitor their progress and co-ordinate information about children's individual needs.

All the necessary records and documentation to promote children's safety, well-being, health and achievement are in place, including a suitable record of children's attendance. Staff attendance is not well recorded. The management committee meet regularly, they monitor the provision offered from reports to the committee by the supervisor and by occasionally visiting the setting. The staff's line manager, the Community Education Manager, is in the setting most days, he provides day to day professional support to the staff.

Leadership and management are satisfactory. The pre-school staff work well as a team; the supervisor is aware of the team's strengths and weaknesses and uses these to encourage team development. The setting monitors and assesses the quality of the provision they provide by talking to parents and using annual parent's questionnaires; and by reviewing their self evaluation form. They value feedback and support from outside professionals such as the local authority development worker and visiting teachers.

The pre-school group meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the pre-school was asked to increase staff's knowledge and understanding of child protection issues. Staff have attended relevant training and have the knowledge and procedures in place to be able to safeguard children as necessary.

At the nursery education inspection the pre-school had two points for consideration. The first concerned planning which was seen to be effective at this inspection. The second was to allow children time to complete activities before changes in the session occur. Practitioners now warn the children when changes are happening, for example, there is a five minute warning before tidy up time before snack. This helps children to finish their activities and prepare for the next part of the session.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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:

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 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):

- use a keyworker system to co-ordinate information about children's individual needs, for record keeping and to help maintain consistency of children's care.
- ensure children have free access to drinking water.

#### **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):

- use the information gained from the observations made on the children to plan for individual children's next steps in their learning

- devise systems to find out where children are in their learning, including obtaining information from parents, when they start out on the stepping stones to the Foundation Stage, so that you can build on what children already know.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)