

Hulland Community Pre-School

Inspection report for early years provision

Unique Reference Number	206800
Inspection date	10 November 2006
Inspector	Justine Ellaway
Setting Address	Hulland Church of England Primary School, Firs Avenue, Hulland Ward, Ashbourne, Derbyshire, DE6 3FS
Telephone number	07949 673774
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Registered person	Hulland Community Pre-School
Type of inspection	Integrated
Type of care	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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Hulland Community Pre-School opened in 1972. It operates from the main hall within Hulland Church of England Primary School, Hulland Ward, Ashbourne, Derbyshire. A maximum of 24 children may attend the pre-school at any one time; pre-school is open each weekday during term time from 09.00 to 11.30. All children share access to a secure enclosed outdoor play area.

There are currently 18 children aged from two to under five years on roll, of these, 12 children receive funding for early education. Children come from the local community.

The pre-school employs four members of staff. Of these three hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

There are satisfactory hygiene procedures to promote children's good health. Staff wipe down tables before snack and children are encouraged to wash their hands before snack and after toileting. Children receive appropriate care when they have an accident or become ill. To maintain their good health as two members of staff have a first aid qualification. Accidents records are appropriately completed and signed by parents. Written parental permission has been requested for emergency medical treatment and advice.

Children are well nourished. Healthy eating is promoted within the pre-school. Snacks are usually fruit or sandwiches, with the occasional biscuit. Children have opportunities to try different fruits and vegetables as they look at these as part of topics. For example, the pre-school is looking at Africa currently and children are trying a range of fruits and vegetables from that country. Children are offered a choice of milk or water to drink at snack times and drinking water is available to children at all times. Children's social skills are encouraged at snack time because they sit together. However, their independence is not fully promoted because plates and cups are given out and drinks are poured by staff.

Children have opportunities to be active as large play equipment, such as sit and ride toys are planned for each day. Planning includes a focus on small muscle development, such as cutting and colouring as well as large muscle development. However, there is insufficient challenge for older and more able children and staff do not make sufficient use of the indoor or outdoor space to provide a varied range of activities for children who attend.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are happy to enter the welcoming environment. A member of staff stands at the door to greet the children as they arrive, to help them to settle. A range of toys and resources are laid out for them when they arrive which promotes their decision-making skills and independence. However, the selection of toys is not always reflective of the full range available. Children show interest in the toys and resources, particularly ones that have not been out for a while. However, they are not always shown how to use the toys or encouraged to use them in different ways which means that they do not always fully engage in activities or play.

Children are cared for in a secure and safe indoor environment. Access to the premises is restricted by a high lock on the door and staff are careful to monitor this during the session. A risk assessment has been recently completed which contains sufficient information. There is a clear health and safety policy and staff do a daily visual check of the room when they are setting up to promote children's safety. Effective procedures are in place for the safe arrival and collection of children. A staff member monitors the door when children arrive. Only expected persons are able to take children and staff ask for photographs if someone else is collecting a child. Children's welfare is safeguarded as staff have a suitable understanding of child protection issues and reporting procedures.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children settle well and are happy in the setting. They are greeted by staff when they arrive, which promotes their self-esteem. Staff talk to the children and praise them whilst they are playing, for example, a staff member tells another adult how well the children are doing at an activity.

Children are involved in a satisfactory range of free play and planned activities, which support their development and learning. The session is structured so that there is variety, for example, circle time after register, free play, story and singing time. Children are developing confidence and are beginning to make decisions, they freely choose what they want to do and what they want to play with during the session. Activities are mostly appropriate for the children who attend, although they do not always provide sufficient challenge for more able children and are sometimes too challenging for younger children.

Staff do not make effective use of observation and assessment to plan for children's next steps. Development records have not been set up for younger children to identify children's next steps and ensure that all activities are set at an appropriate level.

Nursery Education

The quality of teaching and learning is inadequate. Staff have a basic knowledge of the foundation stage. They are able to give examples of what aspects of the Foundation Stage are being covered by a particular activity in an area of learning. They are sometimes able to describe what the learning intention of a particular activity might be. However, this does not always relate to what has been planned in the setting. As a result current planning is not effective in helping children progress equally in all areas of the Foundation Stage. There are insufficient challenges set for children. Development records are not up to date and therefore do not identify children's next steps. Records have yet to be established that show children's progress in the higher stages of the Foundation Stage. Observations are not always informative about what children can do or what they are working towards. Planning does not usually show any clear differentiation and staff are not always able to describe how they might make an activity easier or harder. As a result not all children are engaged in play during the session and more able children become restless as there is insufficient stimulation to extend or challenge them.

The methods used to help children progress are not fully effective. Staff do not always clearly introduce activities. The time spent sitting on the carpet at register time means that children sometimes become restless and begin playing with nearby toys. Staff do not always use effective questioning to help children learn during activities. A child shows interest in a radio controlled car, however he is not supported by staff to learn how to use it and there are missed opportunities to extend his learning, for example, by introducing new words such as backwards and behind. The use of time and resources is not fully effective. Resources are not always pre-planned to ensure they are effective. Although staff give consideration to the resources needed for particular topics they do not consider beforehand how they are going to introduce them to children.

Children sit quietly on the carpet during register time for a short period of time and then become distracted. A staff member manages to gain their attention again, but only for short periods. Staff are sometimes inconsistent in the messages they give to children. Children play with the jigsaws for a short time and are then asked to go back to the carpet. As a result children are

not always clear of the expectations. Children are developing relationships with staff and others, they are beginning to recognise values and codes of behaviour, for example, when joining an activity they find their own space and select resources that are not being used by others. Children's independence is encouraged during free play as they choose what they want to do, however their independence is not fully encouraged at snack time.

Children are confident to speak in a group, they answer their name at register time. Children have opportunities to use language in the role play area and with dressing-up, although this is not used often and staff spend little time in this area to encourage children. No evidence of planned opportunities to link sounds and letter. Children do not independently select books or use the book corner, even though it is attractively presented and the books are appropriate and in good condition. Children have opportunities to recognise familiar words as they select their name at snack time, however there are no other labels around the setting. Children have regular opportunities to develop emergent writing, there is a mark making table available on a daily basis, where children enjoy drawing and colouring. A four year old ably holds two pens at the same time and draws a picture with them.

Children have opportunities to count on a regular basis and are developing confidence in counting, a three year old child ably counts to eleven. Numbers are displayed in the setting to encourage recognition. There is little challenge for more able children in terms of counting. There are missed opportunities at snack time to introduce any mathematical development, however children do sing songs relating to taking away at end of session to develop an understanding of calculation. Staff introduce size language regularly during discussions, for example, during a group discussion a staff member talks about a long and short mask. Some of the language used is confusing to children as it does not reflect the shape being talked about. More able children are not regularly challenged to learn more complex shape names.

Children have limited opportunities for exploration and investigation. Planning does not evidence a sufficient number of activities, staff confirm that children did an activity looking at worms and snails during the summer. There are limited opportunities for designing and making as tools and resources are not freely available and planned activities are pre-determined. Staff specify what materials will be available, which is usually a small choice, and what the children will produce. Although the setting has a suitable range of information, communication and technology resources, they are not always made available to children, nor are children encouraged to use them. There are insufficient planned opportunities to develop a sense of time and place. Children have varied opportunities to learn about other cultures and beliefs, The setting celebrates a range of festivals and events including Diwali, Harvest, Thanksgiving. The setting has a theme on Africa and staff bring in a range of musical instruments and children try different fruits and vegetables.

Although children participate in regular singing sessions, there are limited opportunities to listen to music or engage in dance or music and movement. There is a regular role play area set up for children to use, although they do not use this very often. Children show an interest in the musical instruments when they are put out, but this is not effectively supported by staff who do not interact with the children.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued within the pre-school. When they bring in items relating to topics or themes staff praise them and show the items to others. Staff greet children when they arrive which

fosters their self-esteem. Children become aware of wider society as the setting has a suitable range of resources and celebrates a diverse range of events and festivals including St Andrew's Day and Thanksgiving. However, the range of resources available during sessions, that reflect the wider world, is sometimes limited. Children with special needs receive an appropriate service at the pre-school. A clear policy is in place which supports this. Staff are proactive in seeking additional support if required to enable children to fully participate in pre-school activities.

Children behave well whilst at the pre-school. They are respectful of other children when they join an activity and find their own space when joining the table. They are aware of the expectations, for example, sitting on the carpet at register time. They do not disrupt others, even when on occasion they are restless. Staff encourage good behaviour by praise and encouragement, such as telling other adults how well children are concentrating on completing a task. Staff employ appropriate methods to manage inappropriate behaviour so that children learn right and wrong. Children receive consistent and appropriate care. Parents are given a brochure that includes suitable information about the setting. They receive feedback from staff at the end of the session.

The partnership with parents and carers is inadequate. Parents are provided with satisfactory information about the setting and its provision and what skills children learn in the six areas of learning. Insufficient information is shared with parents about their child's achievements and progress. Parents are not currently encouraged to share what they know about their child to inform assessments or planning to identify children's next steps. They are partly encouraged to be involved with their child's learning, as staff share information in regular newsletters about what topics they are covering and ask parents to send in items on occasion.

Children's spiritual, moral, social and cultural development is not fostered.

Organisation

The organisation is satisfactory.

Children are protected as there are appropriate procedures in place to ensure that staff are suitable to work with children. Children receive appropriate care and support from a staff team that are suitably qualified. Staff attendance at committee meetings ensures that information is cascaded to positively impact on the care provided for children.

Staff are mostly effectively deployed throughout the session, working with children in small groups or on a one to one basis. However, on occasion the deployment of staff means that children wait whilst activities are set up, for example, snack time. A selection of toys and resources are laid out each day, although they do not always represent the varied range available. The session offers opportunities for children to engage in free play, story time, singing, circle time and physical play to provide variety and stimulation.

Policies and procedures mostly work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All of the required documentation is in place. All of the required policies and procedures are in place and have recently been updated to reflect current legislation and guidance. However, they do not all fully reflect the practice in the setting. Additionally, the organisation of documentation means that staff are not always able to find the most up to date version.

The leadership and management of funded nursery education is inadequate. There is no clear leadership of the Nursery Education. The setting has identified and made changes in terms of

the care provided for children but have not yet begun to make an impact in terms of the quality of the Nursery Education. The pre-school is largely reliant on the Local Authority Early Years to identify strengths and weaknesses. Systems have yet to be developed to monitor and evaluate the effectiveness of the Nursery Education or identify any gaps in teaching and learning.

Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the setting was asked to develop a clear procedure for lost or uncollected children. To ensure that the premises are maintained at an adequate and comfortable temperature. To ensure that the operational plan fully reflects the setting's practice and contains sufficient information to explain how the setting runs and meets the National Standards. Also, to ensure that the complaints procedure gives contact details for Ofsted.

A clear and detailed policy has been devised for lost and uncollected children which is understood by staff to promote children's safety. A new heating system has been recently installed to ensure there is an adequate temperature for children. The policies and procedures have been recently reviewed and the setting has other written information to inform the running of the session. However, the policies and procedures do not currently fully reflect practice and a further recommendation has been raised. The complaints procedure has been updated to ensure it includes all relevant information to promote consistency of care for children who attend.

At the last Nursery Education inspection the setting was asked to review the planning, so that it clearly states how activities can be extended to provide suitable challenges for older, more confident children to develop their early writing, recognition of letter sounds and mathematical problem solving skills. To provide greater opportunities for children to observe changes over time and look closely at nature and their local environment and for the children to experiment with how to join, cut and design for their own purpose. To ensure that the planned learning objectives clearly link with the associated area of learning. Also, to provide greater opportunities for parents to be involved in their child's development records, throughout the child's attendance at the setting, so that they can regularly feed information in and receive updates on their child's progress.

The setting has made insufficient progress on identifying challenges for children in relation to early writing, recognition of letter sounds and mathematical problem solving skills. Activities offer little or no challenge to extend more able children. There is insufficient progress on providing opportunities for children to observe changes over time and look at nature and their local environment, join, cut and design for their own purpose. There are a small range of activities observing changes over time and looking at nature and the local environment. Most art and craft activities have a pre-determined outcome and are restrictive in allowing children's creative development. Whilst learning objectives are identified in the planning and link with a particular area of learning, in practice the delivered learning intention does not always match this. Parents are not sufficiently encouraged to become involved in their child's assessment, nor do they receive appropriate updates on their child's progress.

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.

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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 that policies and procedures reflect practice within the setting and that staff are fully familiar with them
- review the range of toys and resources available during each session and how children are encouraged to use these
- ensure that documentation is effectively organised so it supports practice within the setting
- ensure that activities are appropriate for children under three years and that assessment systems are gathered to identify their achievements and plan for their next steps

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- ensure that assessment records are up to date and accurately reflect children's achievements
- ensure that there is sufficient challenge for children and that planning makes provision for children's next steps
- ensure that all staff are fully familiar with planned activities and that the learning intention is clear and effectively delivered
- devise systems to identify any gaps in the areas of learning and aspects of the Foundation Stage curriculum
- develop ways to include parents in gathering information about what children can do

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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