



Hoyle Court Pre-School

Inspection report for early years provision

Unique Reference Number	301959
Inspection date	30 October 2006
Inspector	Dawn Bonica Brown
Setting Address	Hoyle Court Primary School, Fyfe Grove, Baildon, West Yorkshire, BD17 6DN
Telephone number	01274 581898
E-mail	
Registered person	Hoyle Court 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 good.

WHAT SORT OF SETTING IS IT?

Hoyle Court School Pre-school opened in 1984. It is a committee run pre-school and operates from a classroom in Hoyle Court Primary School in Baildon, near Bradford. A maximum of 26 children may attend the setting at any one time. The pre-school is open each weekday from 09.00 until 11.30 and from 12.45 until 15.15 during term time. All children share a fully enclosed outdoor play area.

There are currently 51 children aged from two years to under five years on roll. Of these, 33 children receive funding for early education. The setting currently supports children with special needs and several children who speak English as an additional language.

The pre-school employs six members of staff. Of these, five hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are gaining a suitable awareness of healthy practice regarding hand washing and their personal hygiene is maintained through using clean, hygienic facilities. The 'Birth to three matters' framework is implemented through offering children appropriate support to become independent. Children remain healthy because staff consistently follow suitable hygiene routines. They are protected from cross infection because staff know how to do so effectively as they have received appropriate training.

Children's health is adequately maintained because documentation is in place to help them remain healthy. However, children's needs are not fully anticipated as prior written consent from parents is not obtained for the setting to seek emergency medical advice or treatment in the future. Children's welfare and well-being are protected through suitable measures to safeguard their health. For example, children who are contagious do not attend. This helps to prevent the spread of contagious ailments and acts in the best interest of children to protect all those being cared for. Their welfare is further protected through an appropriate number of staff holding current and appropriate first aid certificates. This means that they have the relevant knowledge to administer first aid promptly in the event of an accident.

Children are suitably nourished. They receive adequately balanced snacks that include fresh fruit and milk or water daily. Children benefit from an appropriate exchange of information between the setting and their parents to ensure that their good health is maintained. For example, parents supply appropriate nourishment for their children when they have an allergy or food intolerance. Children develop a positive attitude to mealtimes through eating snacks as a social occasion. They enjoy a variety of snacks that include food from different cultures.

Children are encouraged to be active through regular physical activity both indoors and outside. For example, they experience music and movement in the outdoor space, as well as other activities, such as climbing, balancing and jumping. They are developing skills in spatial awareness through the appropriate use of wheeled toys.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from playing in a setting that is safe and offers them a range of stimulating activities. The premises are well maintained and security is effective. Children's independence is promoted through an effective arrangement of furniture and space which enables them to choose and select toys and activities easily. For example, children at the collage and painting table help themselves to extra resources as these are placed on easily accessible shelves next to the craft table.

Children's safety and all-round development is promoted through using furniture and equipment that is safe and suitable, such as child-height tables and chairs, easy to reach front-facing book racks and activities that are well situated throughout the setting to promote children's ease of

movement. Children are protected from harm by staff who are aware and vigilant and who carry out appropriate risk assessments, which include daily checks of the setting. Children are gaining a suitable awareness of how to keep themselves safe through group discussions on topical events. For example, they discuss where to stand at forthcoming firework displays so that they remain safe and discuss road safety through listening to stories and by practising road safety in their play.

Children are adequately protected from abuse through staff knowledge and understanding of child protection procedures. Staff are knowledgeable about the potential signs and symptoms to look for and are aware of the correct reporting procedures. However, the statement which outlines the steps that will be taken in the event of an allegation being made against a member of staff are not sufficiently clear. This means that, in order to identify the procedure, parents must seek further clarification from staff. Children's safety is suitably promoted because staff follow the guidelines from the Local Safeguarding Children Board. This means that they can act quickly in the child's best interest to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and well settled. They have formed good relationships with staff so that they approach staff for support confidently. They play cooperatively in joint games and they are highly involved in the activities provided. The 'Birth to three matters' framework is implemented well so that children aged under three years maintain good concentration levels, listen to group stories attentively and learn new skills with confidence.

Children explore their environment independently through having good access to a wide range of resources, choosing the activities they prefer and using their own unique ways of learning to achieve their goals. This promotes children's problem solving skills and boosts confidence in their ability.

Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of the areas of learning so that delivery of the early years curriculum is effective. Children receive sufficient challenges in almost all areas and their independence is fostered well through good access to the available resources. They learn effectively through first-hand experiences which help them to gain a sound understanding of concepts. Their behaviour is managed well. They learn right from wrong and gain self-control through following good models of behaviour. Children with special needs benefit from inclusive provision and staff use their time effectively to help sessions run smoothly.

Children's personal, social and emotional development is good. They listen attentively in group story telling sessions and respond confidently to questions. Their self-esteem is boosted through effective encouragement to contribute to group sessions through the use of a multi-functional visual aid. For example, children hold a specific soft toy when it is their turn to speak. This gives the speaker confidence because he or she knows that they have the right to speak and it helps other children in the group to identify who the speaker is. This method also supports children

in learning how to take turns. Children's positive behaviour is rewarded because it is noticed and praised and they learn to take responsibilities through being chosen helpers for the day.

Children's progress in communication, language and literacy is good. They learn to speak clearly and to recall events logically through good support, which includes useful prompts such as, 'You didn't go all the way in a taxi did you?' Children listen to each other carefully in group sessions as their opinions may be sought at any point. They are gaining an awareness of writing for different purposes through using child-height resources, such as labels for the days of the week and the weather, and through using labelled drawers containing their everyday equipment. However, they lack sufficient challenge to practise writing in their spontaneous play as writing is limited to specific areas. Children learn to recognise letters through first-hand experiences, such as selecting their names on arrival and finding their place setting at snack times. They benefit from a good introduction to phonics and use a large visual prompt of the letters of the alphabet to help them form letters at the writing table.

Children's progress in mathematics is satisfactory. They are gaining a concept of numbers and learn to count through active learning methods. For example, a story based on the number three develops children's problem solving abilities by helping them to add, subtract and recognise numbers. They are gaining further support to recognise numbers and to understand concepts through useful visual aids, such as being part of a group of helpers and selecting their specific number. Most children count reliably up to 10 and use resources that help them to consolidate their understanding of numbers, size, quantities and sequencing. This is achieved through their participation in enjoyable activities, such as cooking, matching and sorting games, playing with sand and water, and solving problems through games with rules. However, further challenges for the more able children to develop their understanding of mathematics in their spontaneous play are limited.

Children's knowledge and understanding of the world is good. They are learning about how things grow through simple experiments, such as watching the development of plant roots and measuring the rate of quick growing plants, such as cress, against slower growing plants. Children are using modern technology to create images, to follow simple programmes and to enhance their imaginative play. They are learning about the cultures and beliefs of others through child-centred activities that engage their imagination, involve their senses and promote their creativity. For example, they learn to dance to Asian music, prepare and taste food from other cultures and are highly involved in exciting and creative activities, such as making dragons for the Chinese New Year festival.

Children's physical development is good. Their independence is promoted well through encouragement to put on their own coats and shoes, to use the toilet with minimum support and, through music and dance, to learn about the effects of physical activity on their bodies. They are gaining an awareness of healthy eating through discussions about food and cleaning their teeth, and they enjoy a wide range of physical activities that promote a healthy, active lifestyle. Children's understanding of how to use simple tools is well promoted through good opportunities to select the right tools to achieve results. For example, children take advantage of extremely good access to a wide range of tools and equipment to enhance their box modelling and collage activities.

Children's creative development is good. They explore media and materials through stimulating activities. For example, they listen to their favourite tapes using a cassette recorder and headphones and learn about how colours change through colour mixing activities. They are highly involved in creative activities, such as collage and printing with a range of different materials that include string, marbles, sponges and leaves. They enjoy a wide repertoire of songs and their interest in singing is promoted well through illustrated song cards that children select for themselves. Their imagination is thoroughly engaged in role play as they dress up using a range of different costumes, go shopping and fill bags with pretend food, and dress and undress their dolls as they play together cooperatively.

Helping children make a positive contribution

The provision is good.

Children enjoy their time in the setting because they are well supported to settle and to make friends. Their self-esteem is promoted because they are treated with equal concern, kindness and respect. They learn to respect and to think about the needs of others because this behaviour is noticed and praised.

Partnership with parents and carers is good. Parents are happy with the care and education that their children receive. They find staff are approachable and receive useful information about the setting and their children's progress, both verbally and written.

Children's behaviour is good. They learn to take responsibility for their own actions through having freedom of choice so that they make decisions for themselves. They feel secure because they know that aggressive behaviour is not condoned. They are valued and included because staff listen to them and encourage them to solve problems for themselves. Children with special needs benefit from inclusive provision. This is promoted well through effective liaison with other professionals, working with parents productively and providing extra support for those children who need it. In this way children gain as much independence as possible and their self-esteem and confidence are fostered well.

Children benefit from activities which help them to value diversity. They learn about the cultures of different societies through child-centred activities. They learn to value people with disabilities through meaningful experiences. Children learn to value the range of people in society through play with resources that reflect positive images of cultural diversity, disability and gender.

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

Organisation

The organisation is satisfactory.

Children are suitably protected by staff who are qualified and suitable to care for them. They feel secure and confident because there are sufficient numbers of staff to give them individual attention and support. Their welfare is promoted, in most areas, through the proper maintenance of the records, policies and procedures which are required for the efficient and safe management of the provision.

Children benefit from being cared for by staff who put their needs first so that they use the resources productively. This helps them to gain a sense of achievement from engaging in activities that motivate and inspire their imagination. They play confidently in a warm, welcoming and child orientated environment. For example, resources, posters and almost all artwork are at child height so that they gain independence and skills through everyday practice. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management is good. Children make good progress because the manager understands her role and provides effective monitoring and assessment of the teaching and learning. They benefit from a strong commitment to improvement of the care and education for all children. For example, the setting strives to evaluate its strengths and weaknesses objectively through canvassing parents' opinion, gauging the impact of their delivery of the curriculum through good observation and assessment, and seeking the support of other professionals to help them improve. Children benefit from good staff training programmes which seek to improve staff's knowledge and understanding of how to promote children's education and welfare. This is achieved through relevant and appropriate training, such as training in special needs as well as delivery of the early years curriculum.

Improvements since the last inspection

At the last inspection for day care the provider was asked to ensure that the times children attend the setting are recorded if they differ from the normal hours of attendance. Children's welfare is suitably promoted because children's hours of attendance are recorded accurately.

At the last inspection for nursery education the provider was recommended to further enhance the learning of technology for three-year-olds, particularly those children who have been identified as having special needs.

Children are gaining good skills in technology through the use of a cassette recorder with headphones which enables them to listen to music individually. The skills of three-year-olds are further developed through individual support to gain competence at using the computer.

Complaints 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.

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 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 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 that written parental permission is requested, at the time of placement, to the seeking of any necessary medical advice or treatment in future
- improve the information provided for parents so that the procedures to be followed in the event of an allegation being made against a member of staff or volunteer are more clearly defined.

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):

- improve opportunities for children to use numbers and practise writing for different purposes in their spontaneous play.

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