



## Harefield Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY233403
<b>Inspection date</b>	03 November 2006
<b>Inspector</b>	Marilyn Joy
<b>Setting Address</b>	Harefield Infants, Yeovil Chase, Harefield, Southampton, Hampshire, SO18 5NZ
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<b>Registered person</b>	Harefield Community Pre-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?

Harefield Pre-school opened in the present setting in September 2001 and serves the local area. It is managed by a voluntary committee of parents. It operates from rooms within Harefield Primary School in Southampton. There is an enclosed outside play area used by the pre-school, as well as access to other areas of the school grounds.

The pre-school is registered to accept a maximum of 26 children aged from two to under five years at any one time. There are currently 43 children on roll, of these 29 are in receipt of funding for nursery education. There is currently a small number of children with learning difficulties and/or disabilities and no children for whom English is an additional language. It is pre-school policy not to take children until they are two years and nine months. Children attend for a variety of sessions.

Sessions operate from 09:00 until 11:30, and 12:15 until 14:45, Monday to Friday term time only.

There are currently seven staff employed to work with the children, all of whom have relevant early years qualifications. The setting employs an administration officer and it receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn about healthy living whilst at the pre-school. They enjoy healthy foods, daily fresh air and exercise. They learn about good hygiene practices during daily routines and consistent support from staff, who spend time explaining about the importance of washing hands to prevent the spread of germs. Health and bodily awareness is introduced naturally in a variety of ways. Clear posters in the toilets and a song before snack time remind children to wash their hands with soap and dry them thoroughly afterwards. Children confidently use a range of equipment to extend their hand-eye co-ordination, such as hoops and bean bags, construction kits, writing tools and scissors. They ride wheeled toys and push prams, although have few opportunities to use larger play equipment to practise climbing.

The pre-school offers healthy and nutritious snacks that children enjoy, such as fresh fruit and vegetables, a variety of breads and savoury biscuits. All foods are checked to ensure they comply with individual dietary requirements. The weekly snack menu is displayed on the notice board to ensure parents are kept informed. Water is freely available and children help themselves whenever they are thirsty.

Good hygiene routines are followed by staff to ensure the cleanliness of the premises, resources, and appropriate preparation of food. Parents are aware of the pre-school's sickness policy so that children are protected from cross-infection. Appropriate procedures are followed if a child becomes unwell. Most health records are maintained appropriately. The pre-school is in the process of updating documents to ensure appropriate records are maintained for all children.

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

The provision is good.

Children are cared for in a welcoming and inviting environment which is safe and secure. A friendly prospectus, newsletter and an informative notice board, which includes details of staff, are there to welcome parents. Attractive displays of children's work, as well as posters and information for children, decorate the walls. There is an extensive range of high quality, exciting and stimulating toys available to enhance and support children's development. They are clean and well-maintained. Good use is made of the secure outdoor areas to extend the range of activities provided.

Children's welfare is safeguarded because staff have a clear understanding of child protection issues and know what to do should they have a concern about a child. Evacuation and emergency

procedures have been prepared and fire drills are practised so staff and children are aware of what to do if the premises need to be evacuated.

Safety is given a strong emphasis. Indoor and outdoor facilities are secured to make sure certain children are unable to leave unaccompanied. Daily safety checks, as well as regular risk assessments, are conducted to ensure the premises are safe. Careful consideration is given to safety when going on outings and emergency supplies are taken should they be needed. Some records are kept of outings, although these are not formally organised. Children are encouraged to learn about keeping themselves safe whilst they play, for example, by holding scissors correctly when carrying them or when setting the chairs out for circle time.

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

The provision is good.

Children flourish in the challenging and exciting environment provided by the pre-school. They arrive confidently and quickly choose what they want to do from the broad range of activities offered. The free-flow system works well so that children can move freely between indoors and outdoors. Children have opportunities to make dens in a corner of the school field and explore the nature garden. Many concentrate well and spend time completing one task before beginning another. Some hurry to complete their colouring and confidently explain they need to finish before helping to tidy up. Resources are rotated effectively to ensure all children have access to the full range available.

### **NURSERY EDUCATION**

The quality of teaching and learning is good. Staff are enthusiastic, skilled and effective practitioners. Planning is thorough and ensures coverage of all areas of learning. Observations of children's achievements are frequently carried out. They are used to assess their progress and identify their next steps for learning, although this is only beginning to be completed formally. Planning meetings are used to discuss and plan for children's progression and, through evaluation, staff are able to identify if learning objectives have been achieved.

Children are motivated, interested and become engrossed in activities. They enthusiastically help to make playdough and work out whether they need to add more flour to make it less sticky. Once pliable they spend time shaping, manipulating and modelling the dough. Children become increasingly independent in their personal care, organising their play and interacting with others as they gain confidence in the pre-school. They receive good support to develop their communication skills, for example, they are encouraged to talk about what they are doing and their experiences. Staff introduce new words and extend children's vocabulary naturally as they support their play. A variety of text and numerals are displayed in all rooms to encourage children's familiarity with words, letters and numbers. Mark-making is encouraged as children form shapes in the sand or mark themselves as present when they arrive. Some children want to form letters for themselves and write their names. However, a consistent system has not been implemented, or shared with parents, to support these extension activities effectively. Children listen attentively and join in with songs at circle time.

Mathematical language and understanding is promoted throughout routine and practical activities. Children learn to identify shapes and numerals when they park their cars in the marked areas outside and count as they pretend to fill them with petrol. Many recognise simple shapes in the environment, such as square windows, when they go for a walk. They begin to learn about positional language when completing games on the computer or directing the battery robot. Topics and activities extend children's awareness of the world around them. They use charts to record what they see in the garden, follow a map to the post box, identify features of living things and create large scale models of insects.

Children express themselves freely and independently through a wide range of media and materials. Innovative ideas encourage them to investigate and explore. They listen to the sound of spaghetti as they break it in half and feel the texture of gloop as it runs away in their hands. They create collages and experiment with hand painting. Imaginative play is encouraged in the well-resourced role-play area. Children dress-up, visit the shop and have picnics. Staff join in and develop the play. Children benefit from the positive relationships formed with staff and the support they receive.

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

The provision is good.

Partnership with parents is good. Parents are provided with a good range of information about the pre-school. An informative prospectus gives them guidance on activities and routines, as well as parents' role in the pre-school. Additional information is provided in respect of the Foundation Stage curriculum and weekly planning is displayed on the notice board. Ideas for parents to contribute to children's learning at home are included in the regular newsletters and prospectus.

Parents are well-informed about children's progress through termly meetings with their child's keyworker and discussions with staff. They are encouraged to view their child's record at any time. Feedback is actively sought from parents through annual questionnaires. They are encouraged to raise any concerns they may have at any time.

Children's spiritual, moral, social and cultural development is fostered. Children show care and respect for others. They learn to take turns and share. They play co-operatively together and enjoy positive relationships with staff. Effective behaviour management strategies are used to help children understand what is expected of them and consequently they behave well. They are familiar with the daily routines and eagerly comply, such as when asked to help tidy the toys away for snack time.

Clear systems are in place for supporting children with learning difficulties and/or disabilities. Key staff have attended training and have systems in place for liaising with parents and other professionals in order to meet children's individual needs. Arrangements for children's care and well-being are discussed and agreed with parents. Children are valued as individuals and parent's wishes respected. Children benefit from a wide range of resources and activities to encourage an awareness of the wider society.

## **Organisation**

The organisation is good.

The pre-school meets the needs of the range of children for whom it provides. Robust recruitment procedures and a comprehensive range of policies and procedures underpins the smooth running of the pre-school. The dedicated team of staff works effectively together to support children's health, safety and well-being. They have a clear understanding of their roles and responsibilities, although there are no formal systems in place regarding induction for new staff or appraisal for existing staff. Most documentation is in place and maintained appropriately, although some is still in the process of being updated.

Leadership and management is good. Children benefit from regular routines and well-organised sessions where they can take responsibility for choosing what they want to do and where they want to play. Space is used well so children have access to a wide range of experiences and because of the high staff ratio they are always well-supervised. There is a clear commitment towards developing the provision and staff skills through evaluation of practice and staff training. Positive outcomes are promoted for children and they are able to make good progress towards the early learning goals.

## **Improvements since the last inspection**

At the last care inspection the pre-school was asked to ensure all policies and procedures are up-to-date and reflect practice, and also to improve the information provided to prospective parents. Policies and procedures are reviewed annually and updated according to current guidance. Staff are familiar with them and incorporate them into their daily practice in order to promote and safeguard children's safety, care and well-being. New parents are provided with an informative prospectus which provides details about how children's care will be managed. This is supplemented with additional information displayed on the notice board and in letters.

This is the first inspection of nursery education.

## **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):

- develop employment procedures to include formal systems for the induction and appraisal of staff.

### **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):

- develop methods to support emergent writing and enable more able children to form letters, and share this information with parents to support learning at home
- increase opportunities for children to use large play equipment, for example, to practise climbing.

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)