



## Hasbury Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	253905
<b>Inspection date</b>	11 January 2007
<b>Inspector</b>	Patricia Webb
<b>Setting Address</b>	Hagley Road, Halesowen, West Midlands, B63 4QD
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<b>Registered person</b>	Hasbury 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Hasbury Pre-school has been registered since 1985 and is managed by a voluntary management committee. It operates from a base within the early years unit in Hasbury Church of England Primary School in Halesowen. There are fully enclosed playgrounds for outdoor play.

The pre-school is open Monday to Friday, from 09:00 to 11:30 and from 12:45 to 15:00, term time only.

It is registered to care for a maximum of 23 children under five years at any one time. There are currently 50 children on roll of whom 33 are in receipt of funded nursery education. The pre-school supports children with special needs and children for whom English is an additional language.

There are seven members of staff working directly with the children of whom six hold relevant early years qualifications.

The pre-school is a member of the Pre-school Learning Alliance (PLA).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are learning about effective personal hygiene routines and how these keep them healthy. They use the low-level wash basin sited in the main playroom and know about using the soap and paper towels to get rid of germs. They amiably tease staff with their messy hands after art and painting activities and some older children remind younger ones about the routines. Accidents are managed very effectively because all staff in the setting hold current first aid qualifications and record all the required details which are shared with parents.

Children's continued good health is further promoted through the introduction of some innovative ideas such as the café system for snack time. Children have adapted to the carefully planned routines to enjoy sitting with their friends and choosing a selection of foods such as fresh fruit, breadsticks, toast and crackers. They are encouraged to help themselves, having followed the well-practised hygiene procedures, selected their plate and cup and settled at the designated table. Lots of chatter takes place as they discuss their favourite fruits, how many pieces they can have and pour their own drinks of milk or water. Specific dietary requirements are clearly documented and staff are aware of adhering to parents wishes in this area.

Another recent development within the pre-school is the provision of the outdoor classroom. This is effectively prepared and presented to the children to encourage their continued physical development and good health. They know they need to have coats and gloves on in inclement weather as they access this area freely during the sessions. As a result of this they show skill in using equipment and resources such as wheeled toys and hoops with ease and familiarity. Manipulative skills are honed as they use tools, implements and cutlery with increasing dexterity. For example, they apply cheese spread and chocolate spread to their toast and use a fork to select their pieces of fruit.

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

The provision is satisfactory.

Children benefit from the effectively arranged layout within the playroom and outside. They move round all areas with ease and confidence in the warm and welcoming environment. They take pride in showing off their art and craft work displayed attractively, developing a sense of belonging in the pre-school. They access a varied range of good quality resources and equipment which is clean, safe and suitable for the ages and stages of the children attending. Children make their choices from the well-presented resources, using the pictures and labels on the various boxes and shelves to identify the contents and develop their independence.

Children are safe and secure from identified hazards within the setting. Staff carry out daily checks and detailed risk assessments to minimise risks to children. For example, when planning to change the point of entry for children and their parents, much thought was given to staff patrolling the door and ensuring that each child leaves with their appropriate parent or carer. Visitors to the setting are required to complete the visitors book and clear records are maintained of the daily attendance of children and staff. These measures contribute to children being safe and secure in the setting. They are developing a sense of their own safety as they participate in regular fire drills and know why it is important to place chairs under the table to prevent tripping.

Children's welfare is safeguarded as staff are aware of signs and symptoms of abuse and neglect. They are aware of keeping clear and detailed records should they have any concerns. They do not always seek appropriate guidance from the relevant agencies when considering some issues. This has the potential to hinder how such concerns are effectively managed.

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

The provision is satisfactory.

Most children enter the setting happily and eager to participate in the well-prepared activities available. Due to the start of a new term, some younger children are still being supported by caring staff as they find separation from their parent or carer difficult. Staff ensure that parents are contacted should the child become distressed. Children settle easily and make choices about their play from the range offered by staff who plan using frameworks such as 'Birth to three Matters' and the Foundation Stage. There is a sufficient balance of adult-directed and child-led activity and play opportunities for children.

High staff ratios ensure that all children receive good levels of support and staff develop firm friendships with the children engaging in their play when invited. For example, two four-year-old boys create a game of 'imprisoning' a member of staff and much laughter ensues as they march her off to 'gaol'. This play is extended to encourage children to develop an understanding of right and wrong as staff question the boys about what the person has done to warrant her incarceration.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage enabling children to make steady progress towards the early learning goals. Planning is done as a whole team process with each member of staff having input for activities and topics. This brings a variety of ideas which are incorporated into the delivery to motivate and excite children. For example, one member of staff's small menagerie at home is shared with the children as they use photographs of some of the pets to influence their art and craft work. Other staff show a keen interest in developing the outdoor classroom and offer such play activities with insight and enthusiasm. Whilst staff carry out observations on the children to assess their abilities these are not recorded regularly enough to effectively identify gaps or high achievement in individual children's attainment. This results in some children not being suitably supported or challenged to extend their learning. It also hinders how staff can plan for the next steps in children's progress.

Staff use time and resources well to enable children to make choices about their play and activity. This is particularly evident in the way staff have introduced a café-style routine for snack time freeing up more activity time within the sessions. The development of the outdoor space also provides children with opportunities to take their structured learning outside as they mark-make on the blackboard and in the sand and pasta trays, weave ribbons in and out of the fencing and engage in role play with gusto.

Children behave well as they respond to the positive role models offered by the staff. Children know the boundaries of their behaviour and work within accepted codes as they share, take turns and assist their friends when required. For example, when one child cannot find a band to indicate the number of children able to access the home corner, his friend goes to a small construction activity and 'makes' a band for him from starburst shapes.

They are happy and confident as they initiate conversation with their peers and the adults. Many children listen well and some more able children take the lead during story time, taking the place of the member of staff in 'reading' a story. Favourite tales are asked for with confidence as they join in with familiar repeated phrases. Children are developing an awareness of the purpose of writing as they make shopping lists, book orders in the 'garden centre' and take orders in the shop.

Children's mathematical development includes learning to recognise numbers and use them in everyday contexts such as the number of children able to access certain activities at one time. They understand early calculation as they sing number rhymes such as 'Five cheeky monkeys' and count the number of boys and girls present at circle time. They name various common shapes with confidence as they use boxes and materials for collage and model making. They begin to look at the concept of volume and space using various sized containers in water and sand play and negotiate puzzle pieces with familiarity.

Children are developing a strong exploratory drive as they use magnifying glasses to examine the plastic bugs and toy animals on the display. They show avid interest in the stick insects, scrutinising the box to spot each one. Each discovery is greeted with squeals of delight as they find them hidden on the pieces of privet. They are developing an understanding of caring for living things as they share the care of gerbils, plant flowers and some vegetables in their garden. They use the computer and mouse with skill and care, showing some of the younger less able children where to place the cursor to click and achieve in various suitable games and activities.

Creative development is available daily and children use photographs to inform some of their specific topic work such as painting recognisable pictures of dogs, as part of their project on animals. Children enjoy moving to music and learning to recognise rhythm and changes in the different genres of music they listen to, from Disney's 'Whistle while you work' to Vivaldi. Imaginative play is very well developed as children show great insight and knowledge of some of their favourite characters. Complex scenarios are played out, for example, as they become Jack Sparrow from the film 'Pirates of the Caribbean' and discuss how you need to shut one eye when you use a bow and arrow to make it go further. One child using a toy telephone pauses during the 'conversation' whilst awaiting the 'response' from the imaginary person on the other end. This contributes to children developing a sense of drama and relating actual events to their play.

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

The provision is satisfactory.

Children are helped to develop a sense of belonging as they are greeted warmly by a familiar and stable staff group. They settle easily on arrival and are confident that staff will respond to their needs effectively. This is not so well developed for children who have English as an additional language. Although differing languages are displayed around the setting, some are placed so high that children cannot clearly see them. Staff are looking to develop strategies to address this. Children are learning about similarities and differences in their own and others lives as they celebrate a range of festivals such as Christmas and Chinese New Year. They access a range of resources freely to develop an understanding of the differing needs of others in society including race, gender and disability. As a result, children's spiritual, moral, social and cultural development is fostered.

Children know the 'rules' of the pre-school as they inform staff that 'loud noises are left outside' during storytime. They are developing an understanding of the effect their actions can have on others and are praised for helping each other. They respond immediately to the sound of 'Whistle while you work', informing visitors to the pre-school that this means tidy-up-time. The recording of some incidents and causes for concern regarding behaviour is erratic as a number of different books and formats are used. This hinders how some behaviour and concerns can be tracked effectively to inform parents and work together to address them consistently.

The partnership with parents and carers is good. Children benefit from the warm and friendly relationships between parents and staff as information is shared daily on an informal basis. Regular newsletters are issued to keep parents informed about the running of the setting, topic work and any new initiatives. For example, parents were consulted about the café system for snack time and the development of the outdoor classroom. They receive information about complaints and are invited to make suggestions and comments as they wish. Parents become involved in their children's care and learning through various schemes such as the library books which children choose and take home, the care of the pets and the use of 'buddy bags'. This involves children taking home a large bag in which there is a soft toy, a story book, puzzles and activities related to the toy and a diary where both children and parents can relate, in words and drawings, the activities of the said toy over the weekend in their care. This develops a strong bond between home and the pre-school emphasising that children's learning and progress is a true partnership. Key worker staff complete the developmental profiles and have these ready for the open days for discussion about their child's progress. Parents play an active role in the setting as they make up the majority of the voluntary management committee and develop various methods for fundraising.

Some of the information offered to parents regarding contacting Ofsted as the regulator have not been updated and again such concerns are recorded in various formats. This hinders how effectively some concerns are managed.

## **Organisation**

The organisation is satisfactory.

The quality of leadership and management is satisfactory. Appraisals are conducted regularly to identify and address staff training needs. Effective induction procedures ensure that all staff, volunteers and students are aware of the policies and procedures that govern the operation of the setting. This results in the delivery of a varied and interesting curriculum by staff who are enthusiastic and who work well as a team. Close links with staff within the school leads to pre-school staff working to ensure that the transition into full-time school is as easy as possible, as they develop such strategies as changing the way older children separate from their parents and carers to run along school routines. The management are committed to working with parents and the school to further develop the delivery of the education and care of the children.

The management of the setting carries out appropriate procedures for recruitment and selection of staff ensuring that such persons are suitable to be working with the children. Individual staff skills are used effectively to develop the service offered to the children such as art and craft, paperwork and the sewing prowess of non-teaching staff who helped to make up the 'buddy bags'.

Most of the required documentation and records are kept for the safe operation of the setting. The haphazard recording of some information hinders how some concerns and incidents are effectively managed. An action plan is being developed regarding the reviewing and updating of the operational plan.

Overall, the needs of the children attending are met.

## **Improvements since the last inspection**

Since the last inspection the pre-school has made steady progress in some areas. The members of the voluntary management committee are fully aware of the roles and responsibilities they carry as a registered setting. This includes informing Ofsted of significant changes to the operation of the setting, changes to senior officers on the committee and the person in day to day charge of the pre-school. This contributes to children's safety and welfare being fostered appropriately.

Many of the staff have attended health and safety courses to extend and update their knowledge of recent changes to regulations and conducting effective risk assessments to minimise hazards to children. All of the staff have attended child protection training and some senior staff are aware of recent changes to the local authority procedures. Concern regarding the seeking of appropriate guidance and advice has been addressed at this inspection.

In-depth induction procedures are now in place to inform and guide new members of staff, volunteers and students in the policies and procedures of the setting. This promotes the consistent delivery of service for the security and enjoyment of the children. Staff ensure that part of this induction includes reference to maintaining confidentiality in records at all times.

At the last inspection for nursery education the management agreed to develop staff's awareness of how to respond and extend children's learning when they are engaged in self-initiated

activities. Some staff are skilled in developing questioning and directing conversation with children to value and identify the level of learning that takes place during such activity.

The management also agreed to evaluate the effectiveness of curriculum planning by reviewing the recording of children's progress. Some evaluation of the focus activities is carried out and where necessary staff make amendments to improve and extend some activities. This is particularly noted in the development of the café system where clear evaluation has helped in assessing the successful way in which this has been prepared, implemented and received by the children.

The pre-school has still to further develop effective strategies to support children for whom English is an additional language.

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

The quality and standards of the nursery education are satisfactory.

### **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 knowledge and understanding of the procedures for reporting child protection concerns
- develop strategies for the effective communication with families where English is an additional language (this also applies to nursery education)
- ensure that parents have up to date information for contacting Ofsted as the regulator
- review policies and procedures to reflect current changes to regulation and legislation
- ensure that records and information regarding individual children are collated effectively to enable tracking of incidents and concerns to be appropriately managed



## **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 the planning to take account of the differing abilities of individual children, identifying challenge, extension and additional support where necessary
- ensure that observations are used effectively in assessments to plot and identify any gaps in attainment for individual children. Ensure that this clearly refers to how children can be assisted in reaching the next steps in their learning.

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)