



HEDCA Pre-School

Inspection report for early years provision

Unique Reference Number	109812
Inspection date	15 January 2007
Inspector	Lisa Jane Cupples
Setting Address	Coombe Road, Gosport, Hampshire, PO12 4JB
Telephone number	023 92588023
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Registered person	Hardway & Elson District Community Association
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 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?

HEDCA Pre-school is a community group managed by the Hardway and Elson District Community Association committee. The pre-school has been running for more than 30 years and was registered in 1996 with the current committee. It operates from two halls in the community centre in Gosport, a residential area of Hampshire. A maximum of 52 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 12.00 and 13:00 to 15:30 during school term times only. All children have access to a secure enclosed outdoor play area.

There are currently 79 children aged from two to under five years on roll. Of these, 63 children receive funding for early education. It is the pre-school's policy to accept children from two years and six months, due to the facilities available. Children come from the surrounding area.

The pre-school supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The pre-school employs 14 members of staff. Of these, 10 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 good.

Children benefit from a nutritious diet because the staff team have a good understanding of healthy eating. They provide a wide range of fruit for snacks. They discuss the needs of each child with the parents in detail and record the information on their registration forms. Children are beginning to understand about healthy eating through daily discussions; they talk to each other about which foods are good for them and what is their favourite food. Children sometimes help to prepare their snacks and enjoy cutting up the fruit or making sandwiches, increasing their independence. Staff organise the snacks to meet the needs of the children who are due to attend. Through discussion staff find out about each child's allergies, medical, cultural needs and parental preferences; ensuring that their practice reflects the needs of the children and their families.

The staff have a very clear understanding of the procedures to record all accidents that occur on the premises; parents sign to acknowledge that they have been informed, helping to keep children healthy. Parents give written consent for staff to seek emergency medical treatment and to administer medication. However, they are not always required to sign the records to acknowledge the administration of medication at this time. Children will receive appropriate treatment if an accident occurs as 12 members of staff hold current first aid certificates; also there are fully stocked first aid kits which are easily accessible.

Children learn the importance of personal hygiene. They are developing good self care skills through daily routines and discussion. Children are actively encouraged to wash their hands at appropriate times. Children are protected and enjoy a healthy environment. The staff implement stringent hygiene procedures to help prevent the possible spread of infection; for example, the children use disposable paper towels to dry their hands; staff use disposable gloves when nappy changing; and a cleaner is employed by the centre to ensure the building is clean and is a healthy environment for the children.

Children have the use of a fully enclosed outdoor play area. They have ample opportunities to develop their large muscle skills during physical activities inside and outside. Children use the large climbing frame with confidence and ease, developing their co-ordination and balancing skills well. They ride wheeled toys with control, showing good spatial awareness as they avoid collisions with each other. Children develop their hand to eye co-ordination effectively, as they play ball games and throw bean bags to each other or into buckets. They learn to work co-operatively during large group activities, such as using the parachute; playing whole group games like 'The Farmer's in his Den'; and imaginative movement in the main hall. Children use a wide range of equipment competently, increasing their skills effectively. For example, they

balance on beams and travel over, under and around objects during obstacle courses. They are able to run, jump and skip in the outdoor area; burning off excess energy which enables them to settle down to quieter activities with more concentration.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are clean and well-maintained. Staff value the children's work, which is displayed around the rooms, making the environment welcoming for the children and their families. Children enthusiastically show visitors what they have been doing, developing a real sense of achievement. Children have ample space to move around freely from one activity to another. The space available is organised extremely well, enabling the children to see clearly what activities are on offer. They know where everything is, which enables them to move around the setting with purpose. Children are encouraged to be independent throughout the day, starting on arrival as they hang up their own coats and bags on the low-level coat pegs inside the entrance doors.

Children have access to an extensive range of brightly coloured equipment and resources which are in good condition and reflect the age and stage of the children. The equipment and resources are cleaned on a rota system ensuring they are safe for the children and helping to prevent the possible spread of infection. Children are beginning to show respect for the toys and resources as they tidy up one thing before selecting another. The children say they do this so other children can play with them afterwards, showing consideration for others.

Children are protected and enjoy a safe environment because staff are vigilant and remove any possible hazards to the children. Daily risk assessments are completed each morning before the children arrive to ensure the premises are safe for them. Children are beginning to learn about the importance of keeping themselves safe. For example, they know what to do in an emergency because they practise fire drills regularly and they are reminded to check their shoe laces are tied before taking part in physical activities. They learn to walk to the main hall so they don't fall and hurt themselves and know that running inside the play rooms is dangerous.

Comprehensive child protection policies are in place and are implemented effectively by the whole staff team. They are fully aware of the procedures to follow and a poster covering the process is displayed on the notice board for staff and parents information. Staff would recognise the possible signs of abuse and would act immediately to ensure the relevant parties were informed to protect the children. All incidents and existing injuries are clearly recorded and dated; ensuring a complete record of events is maintained. Clear procedures are included in the policy to deal with any allegations made against the staff team.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settle well into the daily routines on arrival. They build good relationships with the staff, talking about their families and what they have been doing over the weekend. Children laugh and giggle throughout the day, making jokes and smiling with the staff during

free-play and practical activities. They benefit from a wide range of activities throughout the session and participate in independent play as well as in large and small groups. Staff interact extremely well with the children and play at their level. They ask open-ended questions, encouraging them to think about what they are trying to achieve. The setting effectively uses the Birth to three matters framework with the youngest children, and planning is incorporated on the main curriculum sheets. Staff observe the children in the same way as they do for the Foundation Stage; they plan new experiences for the children based on their individual needs, ensuring they receive a good range of experiences alongside their older peer group.

Nursery Education

The quality of teaching and learning is good. The whole staff team have a very clear understanding of the Foundation Stage. They use their knowledge effectively to help the children make good progress towards the early learning goals, in all six areas of learning. The staff work as key workers who are responsible for small groups of children. The key workers observe the children's achievements and record what they can do in detail. They collate the information to identify the children's next steps and discuss their needs at curriculum planning meetings; this ensures all the children's needs are catered for in the short term, weekly plans. The learning intentions for planned activities are recorded on the planning sheets; staff are fully aware of these, enabling them to ensure the intentions are being met through their interaction and support. The key workers records are detailed and provide a good picture of what the children have achieved. However, not all records are dated which makes it difficult to see when the children achieved the goals.

Staff work closely with the children and they all attend the curriculum planning meetings each week. Staff know each child extremely well. This enables them to fully differentiate the activities, ensuring they provide sufficient challenges for some children and strong support for others. Staff interact extremely well with the children and promote their learning effectively in all areas. They make the most of incidental learning opportunities because of their clear knowledge of the Foundation Stage and stepping stones. However, emergent writing for different purposes, number recognition and simple calculation is not always fully addressed; as a result some learning opportunities are missed in these areas.

Children are confident and enjoy sharing their ideas in group situations. For example, calling out their choice of songs during circle time and suggesting ideas for group games. Children are beginning to understand the group rules and are able to sit still and concentrate quite well during registration time. They reply and say hello when their names are called out, smiling at each other and waving to their friends in the circle. They listen carefully and are able to follow simple instructions accurately. For example, walking sensibly to the hall; tidying up before the end of session; and sharing resources with each other. Children handle books correctly. They use the well resourced book corners freely, in both of the rooms, choosing their favourite stories and pretending to read to each other. Staff are enthusiastic and animated at story-time. They use puppets and story sacks to really engage the children. They are encouraged to predict what will happen next and talk about their favourite stories. The children concentrate extremely well during the large group story time; they are totally absorbed in the story, with their mouths open and eyes wide throughout. Children are encouraged to recall what happened during the story and are praised for their good listening skills. They are beginning to link letters with

sounds and this is encouraged daily through the letter of the week. Children also talk about the letters in their names; they make the correct sounds as they self-register on arrival and at the milk bar at snack time.

Children count confidently up to and sometimes above 12. They count objects and people at every opportunity throughout the day, consolidating their learning as they play. They use their fingers to count during songs and rhymes, working out how many sausages are left in the pan. Children use mathematical language to describe size, shape, quantity and position during free-play and practical activities. They have many opportunities to investigate and explore living things. Children go on nature walks and use the natural resources to create art work. They handle visiting pets, such as guinea pigs and rabbits, and watch the life cycle of plants and tadpoles. Children are developing a good sense of time. Children know the routines of the day and are able to explain what will happen next. They often refer to the time line on the wall when telling the newest children what will happen next. They talk about their past, present and future experiences and events during the session. Children are developing a good understanding of the world around them through planned topics and activities, such as cultural food tasting, listening to international music and examining artefacts from other countries. They celebrate a range of festivals, for example, Diwali, Hanukkah and Chinese New Year.

Children have opportunities to use large apparatus to develop their large muscle skills, through climbing and balancing on the climbing frame, balancing beams and equipment in the large hall and outside. They move with confidence and imagination as they pretend to be elephants, giraffes and mice during a physical activity. Children can name colours. This is promoted well through the colour table and the colour changes each week; also children select items from around the room and bring things in from home. Children use an extensive range of malleable materials and other textures to extend their experiences using all of their senses. Staff encourage the use of descriptive words to extend their vocabulary well when using corn flour, shaving foam, sand and water, gloop and dried pasta. Children sing a wide range of songs and rhymes from memory; children confidently match actions to rhymes, in group situations, such as circle time. They play a range of musical instruments and can name them. They are beginning to talk about the different types of sounds the instruments make. Children use their imaginations extremely well during role-play and are beginning to negotiate roles with each other.

Helping children make a positive contribution

The provision is good.

Staff have a very clear understanding of equal opportunities. The settings policies are implemented effectively ensuring children's individual needs are being met. Children are treated as individuals because staff take the time to get to know them and their families well. They learn about the children's like and dislikes; planning activities to engage and interest them, which helps them to feel valued and to settle easily in the group. Children are beginning to show respect for the toys and resources as they tidy up one thing before selecting another. The children say they do this so other children can play with them afterwards, showing consideration for others. Children have access to a wide range of multi-cultural resources and activities, helping to develop their understanding of the wider world. They celebrate festivals from other cultures, listen to music and stories, make art work and try different fruit and foods;

enriching their experiences and helping them to see that everyone is different. Children's social, moral, spiritual and cultural development is fostered.

Children with special needs are exceptionally well supported in the setting. Extremely detailed procedures and strategies are implemented, along side the parents and a number of other agencies, to ensure the children can fully participate in every aspect of pre-school life, enjoying their time in the group. The special needs co-ordinator has a very clear understanding of her role and responsibilities. She continually updates her training to ensure children benefit from her experience. She also liaises well with staff from surrounding schools, sharing information to ensure the children's care is consistent. Staff from the schools are also invited into the setting so the children become familiar with them, making the transition into school as comfortable as possible.

Children behave exceptionally well because clear rules and boundaries are implemented consistently by the whole staff team. So children know exactly what is expected of them, helping them to learn right from wrong. Staff are extremely positive role models, always using their manners and encouraging the children to do the same. When they speak to the children they listen carefully and respond quickly and appropriately to their needs, showing that their opinions and needs are important. Children also have the opportunity to enjoy the benefits of plenty of fresh air every day. This has a very positive impact on their behaviour because they can run, jump, skip and climb; giving them a real sense of freedom in a safe and secure environment. Staff use praise and encouragement to recognise positive behaviour and distract the children when possible from unwanted behaviour. Staff give clear explanations to the children, reflecting their age and understanding, so the children can see they have been treated fairly.

Partnership with parents of children who receive funding for early education is good. Parents receive a comprehensive prospectus about the setting, which includes the pre-schools aims and objectives and the curriculum offered to the children. The parents are able to talk to their children's key workers at any time to discuss their progress in the pre-school and their learning at home. Parents are encouraged to share what they know about their children through discussion; they have the opportunity to make written comments in their children's records of achievement if they wish. This helps to ensure a consistent approach towards the children's next steps of learning. Parents are invited into the group, during open afternoons, to discuss their children's records and appointments can be made if they wish. The children's key workers go through the records of achievement with the parents and each child has an individual plan identifying their next steps. This enables the parents to continue the work at home with their children if they want to, further building the strong links between home and pre-school.

Organisation

The organisation is good.

Children are protected well because clear and robust recruitment and vetting procedures are in place, ensuring all staff and volunteers working with the children are suitable to do so. All new staff and volunteers are required to complete an induction course, which includes the settings policies and daily routines. This ensures everyone working with the children fully understands their role and responsibilities towards the children, other staff, visitors and the safety of the premises. Staff deployment is exceptionally good. They are vigilant and supervise

the children effectively. They competently participate in the activities they are responsible for and manage to oversee the rest of the room. This ensures children are fully supported throughout the session. The daily routines are extremely well organised; they allow the children to take part in large and small group activities as well as working alone if they wish. The staff organise the activities and resources effectively, ensuring that children are fully occupied and stimulated throughout the sessions. The sessions run smoothly and children are familiar with them, talking about what they will be doing next. They are never left waiting around for the next thing to happen. This has a very positive effect on their behaviour because they are fully engaged and sufficiently challenged during the session. The setting meets the needs of the range of children for whom it provides.

The whole staff team and the committee have a clear understanding of the registration and inspection process. They ensure that children's health, safety and general well-being is catered for at all times. The adult to child ratios are maintained at all times. The daily attendance registers are accurate. However, some of the entries are made in pencil so do not provide a permanent record of attendance. The manager of the pre-school is well organised. All of the required paperwork is in place and most is well-maintained. It is all stored in lockable cabinets and is easily accessible for inspection at anytime. She is aware of the minimum time limits to store old records and all staff ensure that confidentiality is maintained at all times.

The leadership and management of the setting is good. The setting is managed by a community association committee who employ a fully qualified manager to oversee the day to day running of the pre-school. Clear roles and responsibilities are defined. Appraisal systems are in place to monitor individual staff performance and contribution in general, and towards the nursery education programme. Training needs are identified. Courses are booked by the manager to ensure staff continue to grow and develop their personal skills, knowledge and understanding of the Foundation Stage. The curriculum planning is tracked over the period of a year to ensure all stepping stones are being covered, providing a well-balanced programme for the children. Daily activities are evaluated effectively, they are adapted or repeated as necessary to ensure the learning intentions have been met. The well-established staff team work well together to ensure all children benefit from the extensive range of activities provided. They are all extremely committed to continually improving the quality of care and nursery education for all children.

Improvements since the last inspection

At the last care inspection the setting was asked to: ensure Ofsted contact details were made available for parents; to maintain a visitor's book; and implement a lost child procedure. Information posters are displayed for parents and the setting prospectus also includes information about Ofsted. All visitors are now required to sign in and out of the building, ensuring a full record of anyone coming into contact with the children is maintained. The setting now has a detailed lost child procedure in place, which is shared with the parents, helping to protect the children who attend.

At the last nursery education inspection the setting was asked to provide opportunities for children to self-select resources, use incidental writing, develop children's understanding of addition and subtraction, to see and identify living things. Most of these areas have been

addressed fully ensuring the children receive a well-balanced educational programme. However, there are still few opportunities for children to use incidental writing during the sessions.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action 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):

- ensure the daily attendance register is completed in permanent ink
- ensure parents sign to acknowledge the administration of all medication

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):

- ensure the children's progress records include the dates of their achievements
- encourage the children to mark make throughout the sessions, to begin to develop their emergent writing skills and use text for different purposes
- provide more opportunities for children to recognise numerals and to begin to calculate using groups of objects

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