



Haylands Pre-School

Inspection report for early years provision

Unique Reference Number	EY337262
Inspection date	18 January 2007
Inspector	Bridget Copson
Setting Address	The Static Huts, St Georges Infants School, Park Estate Road, Portland, Dorset, DT5 2BD
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Registered person	Haylands Pre-school
Type of inspection	Integrated
Type of care	Full day 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?

Haylands Pre-school opened in 2006 and operates from within the grounds of St George's Infants School on the island of Portland, Dorset. A maximum of 26 children may attend the pre-school at any one time. The group is open each weekday offering a range of sessions from 09.00 to 15:00, during term time only. Children have access to the school playground and playing fields.

There are currently 59 children aged from two to under five years on roll. Of these, 37 children receive funding for early education. The pre-school supports children with learning difficulties.

The pre-school is run by a parent committee who employs eight members of staff, all of whom hold or are working towards an appropriate child care qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for within a clean and hygienic environment in which their health is promoted effectively to prevent the spread of infection. For example, staff clean the premises and furniture every day, they clean the toys each term during the holidays and exclude sick children according to their policy. Staff also wear disposable gloves for preparing food, assisting children in the toilet and when changing nappies. However, a few of the more popular toys are developing some dirty finger prints which does not promote a hygienic environment. Children learn about managing good personal hygiene through staff educating them on the spread of germs and the importance of thorough hand washing routines.

Children learn about healthy eating and exercise to support them in developing healthy lifestyles. For example, they eat fresh fruits with breadsticks or dried cereals at break times with milk or water to drink. Staff supervise them to discuss the healthy foods they are eating. Children bring in their own packed lunches, and parents are encouraged to provide healthy options with no sweets. They have access to water at all times throughout the sessions to ensure they do not get thirsty. Children's physical development and fitness is promoted well through daily activities organised within the playground, playing fields, their own outdoor play area, the school hall and within the play rooms.

Children's health is further promoted through effective systems in place to meet their medical and dietary needs. For example, staff keep records of care, accidents, incidents and medication administered. They all hold first aid certificates and kits within the premises to support them in caring for children appropriately in the event of an accident. However, some of the sterile bandages have passed their expiry date and are no longer suitable to use. Staff ensure children with special dietary requirements only have access to appropriate food and drink. Their policy highlights to parents the restriction of nuts on the premises to further support this.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for within a well-maintained premises which is organised effectively to meet their needs and ensure they are safe and secure at all times. They are protected well in all areas through the measures staff use, for example, locking external doors, using internal door stops, high bolts on the staff toilet door, kitchen and office safety gates, socket covers, radiator grills and cupboard locks. Children are kept safe outside through close supervision, organised activities and secure boundaries. Staff complete half-termly health and safety checklists and annual risk assessments to ensure high standards are maintained. They also monitor the wind scales continually, due to their environment. This ensures they are able to evacuate the premises when necessary to keep children safe.

Children learn about safety well through staff guidance and practical activities, for example, managing steps, using craft tools safely, not running indoors and practising the fire evacuation procedure. Children access a range of toys and equipment freely from storage units around the

play rooms which display easily accessible resources. All toys are well-maintained and suitable for their stages of development.

Children's welfare is safeguarded efficiently by staff who keep details of adults authorised to collect children, records of visitors and any accidents or incidents. All staff read and sign any confidential information recorded to support them in further protecting children's welfare. Staff have a clear understanding of their role and responsibility to act in children's best interests and the child protection procedures involved. They have all attended training to support them in protecting children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a good range of play provision to support all areas of their learning and development. For example, they use their imaginations in the changing role play areas, with small world sets, musical instruments and many different creative activities and build with many constructional sets. They also read stories, reference and sensory books and use their manipulative skills with threading, puzzles, sorters, peg boards and computer programmes. Children arrive excited and are keen to get involved in the activities. New children are supported well by staff who work closely with them to ensure their needs and routines are met and to ensure they are settled in. Staff use their organisational skills and the effective key worker system to ensure children feel secure and have a good sense of well-being at all times, especially when the group evacuate to the school hall due to hazardous winds.

Younger children's learning is planned in line with the Foundation Stage curriculum which includes a focus on changing aspects of the Birth to three matters framework. Play provision is used to promote children's all round development everyday and plans show how themed activities are used to support them in making simple connections in their learning. Staff adapt these to provide appropriate challenges and fun experiences for younger children. For example, they focus more on colours and communication when older children sort objects in mathematical activities. Key workers monitor and assess their progress through regular observation and evaluation of planned activities to see how children have achieved. They link their findings to the Birth to three matters framework which shows each child's current stage of development. However, this system does not show how children's next steps are planned to promote their progress in all areas. Parents are also encouraged to complete a simple information sheet detailing their child's interests and self care skills to support staff in forming early assessments.

Nursery education

The quality of teaching and learning is good.

Children benefit from the staff's good understanding of the Foundation Stage. They plan activities each week which are linked to topics and show which stepping stones are to be promoted. Staff use the plans as a focus during organised, as well as free play activities, to promote children's learning. Staff plan themes each half term with changing focus topics. For example, within the 'my world' theme, children explore 'where we live'. They discuss their homes, role play in 'my sweet home' and play house, read 'Handa's Surprise' and are encouraged

to bring items in from their local environment. Staff use children's responses, interests and stages of development to determine future plans to keep them interested.

Key workers monitor and assess children's progress efficiently during weekly sessions, which allow them to observe and complete assessment files. They also carry out tracking and communication observations each term and use information collated from the weekly planning evaluations to find out what children have achieved. New assessment forms have been introduced for some children which include targets and their next steps. However, for most children this is not in place, and as a result, they are not being encouraged to develop to their full potential in all areas.

Children arrive happy, quickly seek out favourite toys and friends and focus well on things that interest them. This shows they are developing a good sense of belonging within the group. They behave well and some children will correct others appropriately. Children show good independence. For example, they find their own name cards to register on arrival and at break time, help tidy up, manage their own food and drinks and hand washing and are learning to dress themselves in role play. Children communicate their thoughts and needs well, with most speaking out clearly and with confidence. They listen well at appropriate times, such as story telling and respond well to staff instructions. When this is less effective, they respond quickly to staff singing the 'listening song'. Children enjoy listening to stories and are learning about how books are constructed, such as the author, story summary on the back and reading from front to back. They also handle books appropriately themselves, contribute elements of the story from memory and use pictures as prompts. However, they do not independently access books in the play room, without staff support, to further their interest in books.

Children are developing a good understanding of numbers. For example, they count aloud, are learning to recognise numerals and to sequence numbers correctly using puzzles. They correctly name different shapes and are learning about size through sorting items into groups. They use the correct language to describe position, such as sticking boxes 'on top' and going 'in' the play house. Children use good quality resources and their mathematical knowledge to solve problems by completing puzzles, sorting and grouping objects and sequencing numbers. Children are developing a good understanding of information, communication and technology through completing programmes on the computer and using programmable toys. They are learning about their local environment, for example, exploring the school grounds and their homes, monitoring changes throughout the year, such as seasons and how the elements affect their day to day lives. Children then explore further into the cultures, beliefs and lives of those from around the world, such as, where people live, food, dress, language, festivals and celebrations. They meet 'the Querks', who are soft toys kept at the group who travel away at week-ends and return at the start of the week to share their adventures and show what they have brought home.

Children move with control and co-ordination when moving around the rooms, walking to and from the buildings and using the resources. They also move with imagination during music and movement and action songs, using different parts of their body. They benefit from a good range of play provision which is used in the different outdoor play environments, for example, bean bags, hoops, ball games, bikes, prams, scooters, cars, buggies, climbing frames, slides, balancing beams, sand pit, play house, basketball and netball games. These daily activities

ensure children's physical development is promoted well. Children use different media and materials to explore textures and colour, such as paints, sand and collage materials and experiment to find out what happens when colours are mixed. They show their enjoyment of music through singing with enthusiasm and more confident children will sing favourite songs solo to the group. They also use musical instruments to explore sounds and rhythms. Children use their imaginations well with constructional activities, small world sets, creative play and in the changing role play area. They take resources from different areas of the rooms to extend their own play, such as bringing cars to the sand pit and dressing up to play with the dolls house.

Helping children make a positive contribution

The provision is good.

Children are all welcomed and included equally in activities and encouraged to join in all aspects of the sessions. Their individual needs are met with care through records collated on admission, the key worker system, assessments of progress, details of any festivals parents wish to be celebrated and good daily communication. Children learn about diversity through playing with good quality resources reflecting positive images of different cultures and communities as well as exploring the lives of others locally and around the world. The pre-school has a special educational needs co-ordinator in place who attends training to support her in her role. She works closely and consistently with parents and external professionals to meet the needs of children with learning difficulties.

Children behave well. They benefit from the positive environment created by staff and the systems in place to create a good sense of belonging for all children, for example, they receive a warm welcome, close support, lots of encouragement and praise, a sticker reward scheme and taking turns in being the 'VIP' for the session. They also have a turn taking 'Barker' or 'Charlie the Chimp' home and complete a diary of his adventures to share with the group. Staff manage any small behavioural issues, such as not sharing, calmly and quietly to ensure children are treated equally and receive consistent messages. Children's spiritual, moral, social and cultural development is fostered.

Children are cared for consistently and according to parents' wishes in all areas of the provision. To support this, parents are provided with a comprehensive prospectus. This details the setting information, staff and committee members, the Foundation Stage and Birth to three matters frameworks, policies and procedures and details of how to make a complaint. They then complete records and sign to agree care provided. Parents are kept well-informed through displays on the front door and notice board, 'snap-shots' of policies and procedures displayed, newsletters and staff photographs. Also, staff and parents exchange information each session regarding children's well-being and routines. This benefits all children, especially new ones who are settling in.

Partnership with parents is good.

Parents are provided with opportunities to get involved in their child's learning, for example, through the Foundation Stage long term plans displayed, bi-annual consultation evenings and contributing some basic information about their child's starting points on admission. However,

they are not provided with information regarding current planned activities and topics to support them in getting involved further.

Organisation

The organisation is satisfactory.

All staff hold or are working towards early years qualifications and regularly attend training courses and workshops to update their knowledge and skills. For example, curriculum planning and observation, child bereavement, makaton, food hygiene, special education needs and different aspects of children's learning. In addition, all staff have attended first aid and child protection courses.

The pre-school has clear employment and vetting procedures in place and systems to ensure staff are suitable. This is followed by new staff receiving a comprehensive starter pack and undergoing an induction programme to prepare them for their role. All staff then have annual appraisals completed and have recently signed self-declaration forms to confirm their on-going suitability.

Children benefit from a well-organised premises with defined areas of play throughout two play rooms. Staff organise themselves well and work efficiently as a team throughout all stages of the session and continue to provide the same level of care during difficult situations, such as evacuating into the school hall. They have some systems in place to monitor the quality of care, for example, half termly checklists, annual risk assessments, key worker assessments, a developing operational plan, fire records and weekly paperwork days for all key workers. Also, close links with the Local Authority and keeping up-to-date regarding regulatory changes. However, systems do not ensure accurate recording of children's attendance to monitor who is present at any time.

The setting meets the needs of the range of children for whom it provides.

Children's information and related documentation is kept locked in secure cabinets to maintain confidentiality and allow staff easy access to relevant information. Systems ensure most documentation is up-to-date. However, the setting has not informed Ofsted of changes to the registered person and, as a result, is in breach of the regulation. However, due to the roles and responsibilities of the registered person, children are safeguarded well.

Leadership and management is good.

The pre-school has effective systems in place to monitor the quality of nursery education and its strengths and weaknesses, for example, monthly staff meetings, a new Local Authority self-evaluation system, staff appraisals, weekly evaluation of activities and details showing which children have achieved the learning intentions. Staff also evaluate the success of their systems, such as trying out new planning systems and child assessment forms to improve the quality of nursery education.

The pre-school shows a commitment to improvement. For example, staff training and development and regular meetings with Sure Start. They have also developed close links with

the school. This allows children to join in school celebrations, meet the teachers, use the facilities and visit the reception class. Staff also work in line with school guidance regarding teaching methods to ensure consistency. This all supports children well in their transition into school.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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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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 the learning opportunities and assessment systems for younger children to ensure their next steps are planned accurately to promote their progress in all areas
- inform Ofsted of any changes to the registered person.

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 assessments of children's progress to ensure all children's next steps are planned accurately
- provide parents with more opportunities to get involved in their child's 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