

Hazeltots Pre-School

Inspection report for early years provision

Unique Reference Number	120063
Inspection date	20 September 2007
Inspector	Amanda May
Setting Address	Hazel Avenue, Guildford, Surrey, GU1 1NS
Telephone number	01483 570842
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Registered person	Hazeltots 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 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?

Hazeltots pre-school opened in 1977. It operates from a community hall in a residential area of Guildford and serves the local community. The pre-school has access to all rooms downstairs and there is a secure outdoor play area.

There are currently 37 children from two years to five years on roll. There are 17 funded children who attend. Children with learning difficulties and disabilities are supported at the setting, and there are currently three children who attend who have English as an additional language. Children attend for a variety of sessions.

The pre-school opens five days a week during school term times. Sessions are from 09:15 until 12:15.

There are currently six members of staff who work with the children. There are four with early years qualifications and one working towards a recognised qualification. The pre-school receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good health through a ready access to drinks and nutritious snacks which take account of children's known allergies. Children develop their social skills as they eat their snack at the table in small groups. Children enjoy cheese cubes, apple and breadsticks. Older children are encouraged to pour their own drinks after choosing from milk or squash. Children benefit from a good range of physical activities as they bounce enthusiastically on a miniature trampoline. Children smile broadly as they bounce high. Children also enjoy outdoor play as they practise catching and throwing balls of different sizes. Staff support children effectively in their play. If any accidents occur at the pre-school, they are dealt with quickly and effectively. Records are kept which are shared with parents, however, these would benefit from being more detailed.

Children learn to take care of themselves as they use the toilet independently if they are able. Children know where to get a tissue from if they need one, and confidently do so before putting it in the bin. Steps are used within the toilets for children to be independent in their hand washing, and paper towels are used to ensure the risk of the spread of illness and infection is minimised. This protects children's health effectively. Staff are aware of procedures to ensure children's health when administering medication, and have records in place for details to be recorded and shared with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe environment both indoors and out. Children are kept safe as doors are locked in order to ensure no unauthorised visitors can access the premises unsupervised. Visitors are required to sign in and out of the setting, ensuring children's safety is maintained at all times. Risk assessments are in place and are carried out daily for inside and outdoor play areas. When children leave the pre-school on trips, walks or outings, staff ensure a first aid kit and full contact details are accessible at all times. Children hold hands and a high staff ratio ensures good supervision whilst out on trips. Therefore children's safety is not compromised.

Children learn about how to keep themselves safe in an emergency as they practise the fire evacuation procedure regularly. Staff have a good understanding of their responsibilities if there was a fire, and have designated meeting points assigned in order for children to be kept safe accordingly. Students and volunteers at the setting are kept informed about the pre-school's evacuation procedure, and this is explained clearly to them when they first attend the setting.

Staff show a clear awareness of issues surrounding safeguarding children. The supervisor takes responsibility for ensuring secure procedures are in place, and has a clear knowledge of how to act if she or any other member of staff had concerns about a child's welfare. Staff have attended specific training in child protection, and useful, relevant documentation is in place for staff to refer to if necessary for further guidance and support. This ensures staff are confident in their responsibilities, and children's safety and well-being are consistently protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children who attend the setting are confident and happy within their surroundings. Children seek out their friends and members of staff to share their discoveries and successes. Children experience a varied range of activities which contribute very well to their development both inside and out. Children enjoy independently accessing their toys from a wide range which are well-displayed for children at the start of each session to tempt their interest. Children are well-stimulated in their play, and are confident in playing in small groups as well as alone. Relationships with staff are close, children excitedly explain to a member of staff that they have made a crocodile out of junk modelling. Children are independent. They are eager to achieve and concentrate hard as they look for the letters that spell out their name. Children are keen to achieve without support from staff, although show confidence in asking for help if they are unable to do it alone.

Nursery Education

The quality of teaching and learning is good. Children who attend the setting are making good progress in their learning in all areas. Children enjoy stimulating activities which consistently challenge children in their development. Children enjoy many opportunities to develop their mathematical thinking and develop their understanding of communication, language and literacy. Children access a comfortable book area where they sit on small sofas with their friends, looking at a book together. Children also enjoy learning about the world they live in as they make predictions about experiments such as whether coffee granules or sand might dissolve in water. Staff lead activities regularly with the children, and take responsibility for ensuring the children in their key-worker groups, benefit from the activity in relation to their own learning needs.

Staff challenge children to think about new ideas and enthuse them in activities as they look for acorns during outside play. Staff skilfully use children's interest to extend their learning as they talk about what animals might look for acorns to eat. Children show excitement and pride as they collect as many as they can, working together to achieve a similar goal. Children also demonstrate their team work skills as they independently make a bridge from balancing beams, across the blue mat. Children explain that the bridge goes over the river. Once children have worked hard at building their bridge, and putting all the pieces together in a straight line, they take turns crossing it, smiling and giggling as they do so.

Staff have a clear awareness of the different areas of learning. There are a wide range of interesting and stimulating facilities in place which children enjoy and access enthusiastically. Children particularly enjoy creative activities. They spread butter on sandwiches, and help staff cut up fruit for a fruit salad. A role play area is in place which is changed regularly to a home corner, doctors surgery or pet shop. Children enjoy this resource, however, it would benefit from being further developed to ensure children feel cosy and contained in their imaginary play.

Staff demonstrate a generally good understanding of the curriculum for the Foundation Stage. Planning is done weekly, with all staff being able to contribute at team meetings. Adult-led activities are carried out with children in their key-worker groups. Children as a result benefit from direction and support from an adult who has a thorough knowledge of each child's abilities, and is able to extend and adapt activities to ensure children's next steps in learning are respected and supported. Staff also make thorough observations of children who attend the setting. This

ensures their development and abilities are well-recorded in order for their learning to be developed.

Helping children make a positive contribution

The provision is good.

Children are relaxed and feel at home in the comfortable environment. They confidently make choices and take decisions as they initiate and extend their play and learning. Children become aware of the wider world as they visit local farms and enjoy visits from the police and fire service. The setting has many resources in place to ensure children gain an understanding of different people's beliefs, backgrounds and cultures. Colourful posters are displayed throughout the main hall, depicting people from different faiths and countries. Children enjoy celebrating festivals from around the world. Children enjoy access to a multi-cultural table where they can investigate pictures, books and musical instruments from different countries. Therefore, children's social, moral, spiritual and cultural development is fostered. Three children who attend the setting have English as an additional language. Staff support these children through discussion with parents, however children would benefit from further resources from their own cultures to ensure they feel welcome and secure in their surroundings.

The setting currently supports children with learning difficulties and disabilities. A co-ordinator is in place, who ensures children are well supported in their care and learning. Children's individual needs are respected and supported at all times, ensuring parents are kept fully informed of their progress and achievements through feedback and meetings with their child's key worker. The setting works well with other agencies to ensure information is shared effectively, and staff ensure they provide children with activities which are developmentally appropriate, stimulating and fun. Staff are aware that some children develop learning difficulties and or disabilities, and know to support these through sharing information with parents and other staff, as well as providing suitable activities. As a result children are well-supported in their care, learning and play.

Children who attend the setting behave well. Staff are deployed effectively to support children and to ensure they remain stimulated in their activities. The provision encourages good behaviour through the use of pasta rewards. Children are awarded dried pasta shapes each day, depending on how well they have tried, been helpful, and behaved. Children eagerly count their pasta at the end of each week, before the child with the most pieces, is awarded a star of the week certificate. Children work hard, and are excited and proud to have their achievements recognised in this way. Younger children who attend the setting are rewarded with stickers and stamps. This demonstrates the settings understanding of ensuring age-appropriate activities and resources are used, whilst encouraging children to share, take turns and be kind and thoughtful to their friends.

Nursery Education

The quality of partnership with parents and carers is good. Parents are kept informed and involved in their child's care and education through receiving newsletters every term, which include details of up-coming topics and themes. Parents have full access to the setting's policies and planning which can be viewed freely in the foyer. Full details of the curriculum for the Foundation Stage and the Birth to three matters framework, are shared with parents through the pre-school's prospectus. This ensures parents gain a good understanding of what staff will be encouraging children to learn about on a daily basis. A parent rota is also in place at the

setting, encouraging parents to come along to pre-school with their child, and spend time helping with activities, or just enjoying a hands-on experience at their child's pre-school.

Although staff have lengthy visits with children and parents before they start at the pre-school permanently, the provision does not currently seek information about children's abilities and understanding before they start. As children's starting points are not fully recognised, children may not be challenged and stimulated effectively according to their individual needs. Parents are happy with the care they receive, and benefit from a chance to discuss any matters with staff as they are greeted at the front door each morning. Children enthusiastically bring in items for the pre-school's interest table, which children explore throughout their day with enthusiasm.

Organisation

The organisation is good.

The pre-school's staff work well together as a team, and demonstrate a generally good understanding of where they are best deployed in order to support children in their learning and play effectively. The supervisor has a clear vision and goals for the setting which are shared by staff, who strive to improve the pre-school and all it offers to children and parents alike. Action plans are in place to address areas which the pre-school would like to develop further, whilst the use of space being split into various areas of learning is both attractive and stimulating.

Robust recruitment procedures are in place, where references are actively sought for new members of staff. Prospective staff are invited to volunteer at the pre-school before being offered a permanent contract. This ensures both the supervisor and committee, as well as prospective staff, gain a full in-sight into what is expected of them, as well as an opportunity for new staff to be observed working directly with the children. Annual appraisals are carried out by the supervisor for staff, whilst the chair of the committee appraises the supervisor. This ensures all staff are continuously supported, whilst reflecting on possible training opportunities for staff to under-take to develop and improve their skills further. As a result, the setting meets the needs of the range of children for whom it provides.

Documentation at the setting is generally well-maintained. Policies and procedures are detailed and reviewed annually by the committee, whilst being easily accessible by parents and staff. Children's contracts and other personal information are stored securely by the supervisor, ensuring that confidentiality is maintained at all times.

Nursery Education

The quality of leadership and management is good. Staff are both formally and informally observed by the supervisor during their work, before she feeds back to staff about the quality of their teaching. The supervisor works directly with the children, and as such has a very thorough understanding of what children are learning about, and how staff are progressing them in their development.

Planning of activities for children is discussed at team meetings, and the staff find the supervisor both supportive and approachable for guidance when planning adult-led activities. The supervisor checks staff are updating children's key-worker files effectively, and through doing so ensures that each individual child is being developed and supported according to their individual needs.

Improvements since the last inspection

At the previous inspection the provider was recommended, in respect of Nursery Education, to improve organisation and management of group activities, implement a system to monitor the effectiveness of the provision for nursery education, and to increase opportunities for children to solve simple maths problems and calculations.

The setting has now addressed these previous recommendations. The management of group activities has been improved through splitting children into key-worker groups to enjoy adult-led play, and staff make better use of the areas in the provision available to them, through use of the quiet area for key-worker time and snack time in small groups. The supervisor monitors the provision of nursery education effectively through regular communication with staff, as well as staff observations and appraisals. This ensures children are effectively supported in their learning. Children enjoy opportunities to use numbers within their play as they count their friends in the morning at circle time. Children gain an awareness of shape and numbers in adult-led activities, although the supervisor understands the need for further development in encouraging children to use simple calculations.

The provider was also recommended to ensure daily risk assessments were carried out in order to maintain children's safety, ensure staff are deployed effectively and to update and maintain the accident book, children's records, and the child protection policy.

Risk assessments are now carried out daily at the pre-school. A member of staff ensures the areas which children have access to are safe and secure. Accident records are well maintained and shared with parents. A detailed collection procedure is in place, and a password system is now operated to ensure children's safety is protected. The setting has also updated their child protection policy to include the procedure to follow if an allegation is made against a member of staff, and this is shared with parents effectively.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that require 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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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 staff record full and detailed descriptions of injuries within accident records to share with parents
- develop available resources to support individual children who have English as an additional language, to ensure they feel welcomed and secure.

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 children's starting points are sought from parents before they start at the pre-school, in order to ensure they are suitably challenged and supported according to their individual learning needs
- develop resources to support children's creative development, particularly in role-play, to encourage children to access this area more readily.

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