

Holly Hedgehog Preschool

Inspection report for early years provision

Unique Reference Number	EY281074
Inspection date	11 October 2007
Inspector	Teresa Elkington
Setting Address	Crawley Baptist Church, Crabtree Road, Crawley, West Sussex, RH11 7HJ
Telephone number	07745 226689
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Registered person	Amanda Euronwy Kelly
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?

Holly Hedgehog Pre-school has been registered since 2004. It is located at the Crawley Baptist Church, in West Sussex. It is a privately run group, which has close links with the Church. The pre-school is located in the main hall of the church and has access to additional meeting rooms on the first floor, with nearby toilet facilities. There is outside play space available in the enclosed car park at the rear of the church, with use also being made of the local park to provide children with further opportunities for outside play.

The group is registered to provide care for a maximum of 24 children, aged from three to five years. The group is open during term time only on Monday, Thursday and Friday 9:30 to 12:00 and Thursday and Friday afternoons 12.30 to 15.00. Children from Crawley and the surrounding area attend the pre-school. Currently there are 13 children on roll of whom 12 are in receipt of nursery funding. The pre-school currently supports children who have learning difficulties and/or disabilities. There are currently no funded children present for whom English is an additional language.

A team of four staff work with the children; of these, two have relevant child care qualifications and one staff member is working towards an appropriate qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing an awareness of the importance of taking responsibility for their own personal hygiene, which is well supported by staff as they gently remind and encourage new children to adopt good routines. The use of pictorial prompts in the toilet area helps children to understand and learn the sequence of good hand washing regimes. Most children spontaneously wash their hands in preparation for snack times, after craft activities and after toilet use. However, some of the procedures adopted for hand washing do not fully protect children from the spread of infection, for example, the use of a roller towel and children washing their hands in the same water as others. Children's health is protected through the effective systems which are in place for the recording of accidents and any medication given. The clear sickness policy and the use of posters highlighting exclusion times displayed in the setting reduce the risk of infection and prevent the transmission of communicable diseases. All staff are trained in first aid and there is a well stocked first aid box in place, which ensures that children receive appropriate care if they have an accident.

Children are encouraged to eat healthily. They contribute to the fruit basket each day which they enjoy eating together at snack time. Children are well supported by staff as they try out different tastes for the first time. Their awareness of healthy eating is well promoted. For example, children are invited to select five pieces of fruit or vegetables from the range available, highlighting the importance of eating five healthy options per day. Children gain some independence as they pour their own drinks and prepare their table setting for snack times; however, children do not have any opportunity in becoming actively involved in the preparation of their snacks. Children have access to fresh drinking water throughout the session, allowing them to respond to their bodily needs independently. Staff discuss dietary requirements of the children with parents to ensure they are able to meet individual needs and preferences of all children in their care.

Children enjoy regular opportunities to be involved in robust physical play both inside and outside. Children demonstrate a good sense of space and move confidently around all areas they use and during planned activities. They develop their large muscle skills as they access a range of equipment to assist them in these skills, such as climbing apparatus and wheeled toys. Children also enjoy using their bodies as they participate in planned indoor activities, for example parachute games and as they play musical statues. Children enjoy using malleable materials such as play dough and they use the tools with skill as they roll and cut out shapes, which helps to develop their small muscle movement.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The pre-school premises are warm, welcoming, clean and very well maintained. Children are warmly greeted by staff as they arrive, helping children to feel happy and confident within their environment. The walls are adorned with colourful posters and well presented displays of children's own work, which provides a strong sense of belonging for all who attend. Children access a wide range of toys, equipment and resources and participate in a broad range of

activities which help them to progress in all areas of their development. They spend time concentrating in their self-chosen activities from the range of resources set up for them daily by staff. However, children have no opportunities to select resources of their own choosing which prevents them from developing more independence in their play.

Safety hazards within the pre-school are minimised due to the effective risk assessments that are carried out each day by staff. There is a good security system in place for the safe arrival and departure of children and to protect children from intruders. Clear fire evacuation procedures ensure that children's safety is protected. Children learn how to be safe during activities, for example, staff giving sensible guidelines to children when they use scissors. They are encouraged to take responsibility for tidying away toys and to pick them up from the floor so that accidents are prevented. They develop an understanding of the importance of abiding by safety rules in order to keep themselves safe, for example, when they walk down the stairwell.

Staff have a good understanding of safeguarding children procedures and the signs and symptoms of abuse. They regularly attend training meetings to update their knowledge. All staff are clear about the routes they should follow should they have any concerns regarding a child in their care. This ensures the welfare of the children is protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the pre-school full of enthusiasm and know the routine well. On arrival they select their name card and show a genuine keenness to participate in all the activities prepared for them. Staff provide very good levels of support for children, always alert to what they are doing, ready to guide and encourage when necessary, which helps to build children's growing confidence and self esteem. Daily routines are organised to allow opportunities for free-flow play. Children move around freely, making decisions as to what they want to play with from the range of resources available to them. Although staff encourage children to take a full part in activities, some opportunities to further children's independence are not fully utilised. For example, at snack time and allowing children to select resources of their own choosing.

Children take part in and learn from a very good range of activities that are stimulating and well balanced, providing a good balance of quiet and active games. Children are interested in the activities available and spend time concentrating on self-chosen activities, for example, they spend prolonged periods of time engaged in their play at the play dough table.

Nursery Education

The quality of teaching and learning is good. Children have good opportunities to learn through first hand experiences with staff who have a good knowledge of the Foundation Stage and the areas of learning. Children are making good progress in relation to the stepping stones towards the early learning goals in all of the six areas of learning. Children are working well within their limits and enjoy activities which are stimulating, imaginative, and provide sufficient challenge for all children to develop an understanding of new ideas and their developing skills effectively. The good quality planning of the curriculum provides an interesting and varied programme for the children to enjoy. An effective observation and assessment system is in place which works well for staff and supports them in drawing up effective and meaningful plans which are clearly linked to children's individual needs and their progress and development. Staff actively support children in all aspects of their learning and play, they use open ended questioning techniques to encourage children to think for themselves and solve problems.

Children show extended concentration and pleasure in all activities that they pursue. They listen attentively to staff and follow instructions well, for example, when asked to come together for circle time and to tidy away toys. Children behave very well and are building good relationships, they greet each other with pleasure, share and take turns and negotiate well in their play. For example, as they patiently wait their turn to go on the trampoline. Children have opportunities to practice their mark making skills at the well resourced writing table, where children freely access a variety of pencils, pens, envelopes, note pads and writing paper. However, no opportunities are available to allow children to extend these skills further in their play, for example, making shopping lists when playing shops in role play area, as no materials are available. Many children speak with confidence during circle times, recalling past events with their families and exchanging news. Children enjoy story times told by staff with friends, or as a larger group. They have access to a wide range of books, however, the poor organisation of the book corner does not create an inviting and exciting area for children to develop their interest in reading matter.

Children have good opportunities to develop their mathematical understanding during their routines and through the activities provided. For example, as they count out five pieces of fruit at snack time, calculating if they have the correct amount or not. They recognise shape and colour, for example; they name shapes which they have cut from dough and discuss the colours of their rainbow display. Children's use of the mathematics area helps them to develop their early number recognition and counting skills and provides good opportunities for them to explore and extend their ability to sort, sequence and match. Children demonstrate good design skills as they have access to a wide range of resources to allow them to design and create their own pictures and models, for example, as they paint 'Incey Wincey Spider' pictures and as they build models with constructional resources available to them. They have access to a range of information and communication technology within their time at pre-school.

Children learn about their immediate and wider world as they engage in practical and purposeful activities to support and promote their understanding. Children have good opportunities to develop their creativity; for example, as they act out familiar scenarios in the role play area and as they express their own imaginations as they paint their pictures. Children enjoy taking part in a range of songs and rhymes that are known to them and enjoy playing and exploring the sounds of different musical instruments.

Helping children make a positive contribution

The provision is good.

All children are respected and valued as individuals, where their needs are acknowledged and met. Staff are fully committed to providing an inclusive service. Children's additional needs are supported effectively as staff work with parents and outside agencies as and when necessary. Children are becoming aware of a wider society and increasing their awareness of diversity, through the good range of resources, planned activities and celebrations. They learn about their immediate world through visits from people within the community and by becoming involved in national events. For example, they learn about the importance of Remembrance Day as they explore the reasons for the event and sell poppies in support of the local British Legion.

Children are extremely well behaved and are aware of the simple rules and boundaries. They are encouraged to play and work harmoniously with others. The effective strategies used are understood by children and shared with parents to enable pre-school and parents to work in partnership. Incidents of behaviour are quickly managed by the staffing team as they work

closely with the children. They are given explanations as to why their behaviour is unacceptable, helping them to understand right from wrong. These positive aspects of the provision ensure that children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. The positive partnership with parents supports children's care and learning within the pre-school. Parents receive good, informative information as to the play experiences and education programme that their children will receive. For example, through the pre-school prospectus, regular newsletters, and well presented notice boards. Parents have access to clear policies and procedures which support all aspects of pre-school life. Parents are well informed about their children's care, progress and development through daily discussions and the use of formal parent sessions. Parents are encouraged to take active part in their children's learning by providing resources and artefacts to support various topics that their children explore at pre-school and becoming part of the book borrowing scheme. This ensures that children's care and education is shared between pre-school and home, promoting a positive link between parents and staff. Parents report that they are delighted with the high quality of care and education that their children receive.

Organisation

The organisation is good.

Children are cared for by an experienced, committed and enthusiastic team of staff, who have been appropriately vetted to ensure that are suitable to work with young children. Staff have a high regard for the well-being of all children and ensure the adult/child ratio positively supports children's care, learning and play. The pre-school space is well organised and children move freely between the different learning and play areas. Although staff encourage children to take a full part in activities, some opportunities to further children's independence are not fully utilised. For example, at snack time and allowing children to select resources of their own choosing. All children benefit from the trusting relationships they develop with the staff, who are deployed well to ensure that they are fully supportive to children's good health, safety, enjoyment and achievement and ability to make a positive contribution.

All regulatory documentation is in place and regularly reviewed. All children's records are stored confidentially and securely. Policies and procedures work well in practice, which ensures the efficient and safe management of the pre-school.

Leadership and management is good. The effective leadership and management of the provision and the educational programme enable children to progress through the stepping stones towards the early learning goals. Management ensure staff are motivated and well trained, therefore they have a sound understanding of the Foundation Stage and stepping stones. There is clear direction and support for the relatively new staff team. Training needs are facilitated through regular appraisals to enable staff to fulfil their individual roles efficiently and effectively. This further increases their knowledge and understanding for the benefit of the children. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection four recommendations were raised. These were to develop an action plan detailing how minimum staffing qualifications will be met, review the uncollected child statement, ensure that all persons in regular contact with the children are vetted and ensure that the time is recorded in accident book entries.

Positive actions have been taken to all recommendations made. The pre-school manager has attended and completed an NVQ3 qualification in childcare. Currently another member of staff is studying for a qualification as part of the continual commitment of the group to ensure that minimum staffing qualifications are met. All adults in the setting have been suitably vetted to ensure children are fully protected. All required policies and regulatory documentation are in place and clearly written, are up to date, with regular reviews taking place to ensure that they are effective for the daily management of the setting.

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

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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):

- improve hygiene procedures for children to prevent the spread of infection
- provide opportunities for children to select resources of their own choosing and to promote their independence in their daily routines

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 children's interest in the use of books and promote opportunities for writing for a purpose

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