

Hatchell Wood Pre-School

Inspection report for early years provision

Unique Reference Number	318086
Inspection date	15 January 2008
Inspector	Angela Howard
Setting Address	Plumpton Park Road, Doncaster, South Yorkshire, DN4 6SL
Telephone number	0794 627 9311
E-mail	hatchellwood@hotmail.co.uk
Registered person	Hatchell Wood 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?

Hatchell Wood Pre-School opened in 1993 and is managed by a voluntary committee. It operates from a classroom in Hatchell Wood Primary School on the outskirts of Doncaster. A maximum of 24 children may attend the setting at any one time. It is open each weekday from 08.45 to 11.15 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 26 children aged from three to under five years on roll. All of the children receive funding for nursery education. The setting currently supports two children who speak English as an additional language.

The nursery employs six members of staff, of which all the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean, welcoming and well maintained environment. The importance of good personal hygiene is reinforced in children's everyday routines. For example, established routines, such as hand washing are in place, and the children know that personal hygiene is essential to maintaining their good health. Effective procedures, such as staff wearing disposable gloves and aprons for serving and preparing food, effectively reduce the risk of cross infection. Good documentation is in place for administering medication and managing accidents and there are clear procedures regarding the care and exclusion of children who are ill. This further promotes children's health.

Children thoroughly enjoy a very wide range of healthy snacks, which take into account children's dietary needs and parents' wishes. This results in children being well nourished as they develop an understanding of the importance of healthy eating. Snack times are an opportunity for children to enjoy their food, try new food, for example, jam, cucumber and raw carrot, and a social time for staff and children to converse. The free flow independent snack system works extremely well.

Children enjoy some physical exercise indoors on a daily basis. They access the outdoor play area when the weather permits playing games, such as follow my leader and 'What time is it Mr Wolf?'. Children thoroughly enjoy participating, and as a result are able to move quickly and easily as they control their bodies. They take part in action songs which require wide arm movements and jump and clap in time to the music. This results in children having a positive attitude towards physical activities as they develop confidence in their own physical capabilities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children access a visually attractive learning environment which is enhanced with photographs and children's artwork. Furniture and resources are of suitable design, good quality, age appropriate and presented in an appealing and interesting manner. Resources are rigorously checked on a regular basis to ensure they remain safe and conform to safety standards and are stored at a low level in open sided units. This gives children the opportunity to self-select equipment and enjoy a wide variety of different play experiences safely.

Children are well protected as staff have a good understanding of their role and responsibilities with regards to child protection matters. They have a clear understanding of Local Safeguarding Children Board procedures and recognise the signs and symptoms of possible abuse. A designated person is responsible for the appropriate handling of any concerns. This ensures that the welfare and safety of children is always a priority.

Children are cared for in very secure premises and benefit from the use of a good range of safety equipment. Low level glass is safety glass, socket covers are in place and cleaning materials are kept out of children's reach. Staff complete rigorous checks for hazards, therefore, children are able to move around freely and safely. Staff are vigilant as they support children in their play. For example, children are closely supervised as they explore outdoors, and the thorough and effective procedures in place to gain access to the building ensure children remain safe. The external door is always locked and operated by use of a key pad, visitors sign the log book

and all staff wear identity badges. Children are actively encouraged to be aware of their own safety and learn how to avoid accidents. For example, the clear explanations given to children about walking while carrying scissors give them opportunities to practise what they can do in safe surroundings. Fire safety is adequately addressed as exits are kept clear of obstructions and the fire drill is practised on a regular basis.

Helping children achieve well and enjoy what they do

The provision is good.

Children play happily together and have very trusting and caring relationships with each other and staff. The warm and caring relationships result in children being happy and settled in the setting. This enables them to make good progress in their development and to build good self-esteem and confidence. Children arrive happy and eager to participate. New children are helped to settle by staff that are sensitive to their needs and their distress is kept to a minimum. The key worker system is well established and helps all children to separate from their main carer successfully. Close and caring relationships increase children's sense of trust and help them to develop a strong sense of self.

Staff have a secure knowledge of the 'Birth to three matters' framework and use this to plan a rich and vibrant programme of activities. Children show a strong sense of belonging and make choices about their play, selecting activities and resources from the interesting and varied range available. For example, children decide to build a train track, select jigsaws, paint a picture, dig in the sand or sit with a member of staff for a story. Therefore, children spend their time purposefully and enjoy playing with the toys provided.

Nursery Education.

The quality of teaching and learning is good. Staff have a very good understanding and strong knowledge base of the early learning goals and use this to provide a broad and balanced curriculum across the six areas of learning. This ensures children progress well through the stepping stones. They encourage children to participate, explore, problem solve and have fun whilst learning. They know the children very well and use this knowledge to support and provide activities that are age and developmentally appropriate. Comprehensive planning and evaluation ensures that children enjoy a balanced, stimulating range of experiences that are appropriate for their differing abilities. Therefore, children succeed and are motivated to learn. Long and short term planning clearly covers the six areas of learning, which are demonstrated in the weekly plans. Observations and assessment records are regularly evaluated and the information is used very well to ensure activities challenge the children to move them on to the next stage of their learning. Therefore, children are very self-assured in their play and are confident to try out new experiences.

Children's personal, social and emotional development is supported very well. Children are very confident, independent and initiate plenty of good quality activities themselves. For example, they devise a spot the difference game and are very involved in shopping and baking in the role play area. Children are eager to learn, are self-assured and confident to try out new experiences, such as mixing powder paint and water to the correct consistency for painting at the easel. As a result, children are highly motivated. Children eagerly explore a good range of media and materials, including wet sand as they describe its texture and find out it will not pour into the sand wheel. They use a vast range of junk modelling material in the self-select workshop creating, designing and building rockets, cars, houses and aeroplanes. Children thoroughly enjoy the wide range of creative activities on offer. The vast amount of materials

in the craft workshop area, such as feathers, straws, shiny papers and felt shapes encourage children to experiment with different materials. This enables children to create their own ideas and use their imagination to freely express themselves.

The acceptable range of physical activities for children encourages them to move their bodies and use tools appropriately. They are confident and safely negotiate finding a space to sit at circle time or snack time. They persevere to achieve success and show confidence and pleasure as they manage to hop, jump and run when playing follow my leader. However, there is very limited time and opportunity for children to practise and extend their physical skills.

Children's counting and mathematical skills are fostered very well by staff who make good use of daily routines to promote mathematical ideas. Number activities include one to one sessions where children are beginning to calculate using visual aids, such as compare bears. The environment is very rich in print with alphabet posters and labels on equipment which develop children's understanding that print has meaning. The name registration cards encourage children to recognise their name on arrival and when accessing snack. Children access a very wide variety of mark making materials freely and sound out letters as they make marks to represent their names on pictures.

Children are keen to communicate and use language confidently to make their own needs known. For example, they negotiate a turn with the new helicopters. They talk about previous experiences and outings and are learning to listen to stories. They show good levels of recall as they talk about a birthday party and when the washing machine broke down at home. Children are beginning to be aware that print has meaning as they sit in the book area turning pages of the book and talking about the pictures they see.

Children show interest in simple information and communication technology. They confidently use telephones, a camera, remote control car and are adept in using the mouse to complete basic computer programs. Well established observations by key workers help to identify areas for improvement and monitor how well children are progressing. Children are provided with an inclusive environment where they feel safe, included and are stimulated to learn.

Helping children make a positive contribution

The provision is good.

Children show a very strong sense of belonging and feel very much at ease in the setting as they are warmly welcomed by friendly, familiar staff. Staff meet children's individual needs successfully as they are valued and respected as individuals. This is due to staff taking time to get to know the children and working with parents prior to placements commencing to ensure they can meet their individual needs. Children are confident, play happily and are confident to approach staff for help. This results in children feeling safe and secure, through which they develop their self-confidence, a strong belief in themselves and a healthy self-esteem. However, some children with English as an additional language are not always fully engaged in activities and do not initiate activities themselves.

Children's behaviour is good and reflects the high expectations of staff, who provide them with clear and consistent boundaries and explanations. As a result, children are aware of what is expected of them and are learning right from wrong in a warm and caring environment. Staff ensure that the resources and activities positively reflect the wider community, helping children to develop a positive attitude towards others. Children have the opportunity to learn about

themselves, each other and the wider world through a wide variety of planned activities. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers is good. Parents receive a wide range of good quality information about the day-to-day organisation of the session and how the stepping stones are implemented. They receive good information in a variety of ways to keep them informed of their child's care and progress. Parents state they enjoy relaxed comfortable relationships with staff. They feel staff are friendly and approachable and say they can ask about their child's individual progress at any time. Most parents are aware that children's development records are accessible at all times but feel the verbal feedback is sufficient for their needs. However, parents are not involved in their children's assessment and they are not encouraged to contribute their views. Policies, procedures and the curriculum are clearly displayed throughout the setting.

Organisation

The organisation is good.

Comprehensive and robust recruitment procedures are in place. This ensures children are cared for by suitable staff who are appropriately vetted. The deployment of caring, sensitive staff increase children's feelings of safety and security because it ensures children are cared for by a key person who builds trusting relationships with the children and their families.

All staff are committed to continuous improvement and development. They regularly reflect, monitor and improve the quality of care. They are very receptive to change and do their utmost to make the changes work. Staff have attended a vast amount of training, such as first aid, child protection, signs and symptoms of communication, food hygiene, mosaic approach, introduction to empathy dolls and recently the new Early Years Foundation Stage training. Children's experiences are enhanced as the staff use training opportunities to improve their practice. Very good team work makes sure all staff work together in a highly effective manner to promote children's health, enjoyment and welfare.

The premises are very well organised and space is used to its full potential to maximise children's play opportunities. Children are protected by the staff's clear understanding of the setting's policies and procedures. All required documentation, which contributes to promoting outcomes for children, is effectively implemented.

Leadership and management of the educational provision is good; this enhances children's education. Clear aims for children's care and learning are shared effectively with staff and parents and are reflected in the day-to-day operation of the setting. The manager has a clear vision of the future for the setting and is a good role model which helps to build a committed team. Staff receive clear direction and line management responsibilities are carried out in an effective manner. For example, staff are well supported with regular opportunities to meet together and are given plenty of opportunities to attend further training. Positive feedback ensures staff feel valued and are committed to improving their practice and outcomes for children. All staff work together cohesively to promote children's education. They share ideas, discuss and evaluate problems and seek each other out for support. The monitoring of children's progress and achievements is good and is shared equally between the staff. The early year's manager has a hands-on approach and works alongside staff as part of the ratios. This enables her to monitor the quality of teaching and identify training needs. The staff work cooperatively with other professionals, such as local development workers and staff working in the Foundation Unit on the school site. Therefore, children's learning is enhanced and this ensures they make

good progress. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection one action and two recommendations were made. These related to staff qualifications, access for children to promote imaginative and creative skills and routines to ensure children wash their hands prior to eating.

Staff are now all qualified; some to level 4, and they have changed the structure and lay out of the session to encourage children to take responsibility for their own learning. Children have access to resources and activities which promote their imaginative and creative skills. A routine is now established as part of daily practice to ensure all children wash their hands before eating snack. This results in children's health, welfare and education being promoted.

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 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):

- develop opportunities for children with English as an additional language to fully engage in activities and initiate activities for themselves.

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 opportunities for children to develop their gross physical skills
- develop a system to involve parents in their children's assessment and to encourage them to contribute their views.

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