

# Hollesley Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	251519
<b>Inspection date</b>	11 January 2008
<b>Inspector</b>	Karen Pretty
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<b>Registered person</b>	The Trustees of Hollesley Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Hollesley Pre-School opened in 1983. It is situated in Hollesley, Suffolk. The pre-school operates from a building within the school grounds which also includes an office, staff room, kitchen, cloakroom and storage facilities. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 08:30 to 15:30 during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 29 children aged from two to under five years on roll. Of these, 24 children receive funding for early education. The pre-school serves the village and surrounding local area. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

The pre-school employs five members of staff. All hold appropriate early years qualifications and one member of staff is working towards a higher qualification. The pre-school receives support from the local authority, is a member of the Pre-School Learning Alliance and is currently working towards the Suffolk Quality Assurance Scheme.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children learn to follow good health and hygiene practices from an early age through the well established routines throughout the session. For example, they know to wash their hands before snack time and after using the toilet, staff positively reinforce the need to wash away any germs. Creative picture timelines remind children of the hand washing process. However, children do not have access to soap, consequently, putting them at risk of cross-infection. Children receive good care if they are ill or have an accident because staff are aware of children's individual health care needs and all the required documentation and consents are in place to support this. In addition, all staff attend first aid training to ensure they are aware of the correct procedures to follow in the event of a medical emergency. Any accidents are logged and signed by parents on collection, unfortunately, some forms do not accurately log the exact location of the injury.

Healthy and nutritious snacks are prepared in the kitchen. They consistently feature seasonal fresh fruit and a wide range of savoury foods, as a treat the children were able to enjoy a chocolate caterpillar cake to celebrate a child's birthday. High standards are maintained during the preparation of snacks by all staff, who have attended food hygiene training. A rolling snack time enables children to access their snack as required and allows time for individuals to eat at their own pace. Appealing and well-thought-out routines ensure staff know who has accessed the snack while still allowing children to take full responsibility. A book of photographs is readily available to remind children of the process or introduce the procedure to new children. Children pour out their own milk from small jugs and get water from the appealing water well. They confidently deposit their plates into the washing-up bowl once they have finished. Healthy eating is consistently promoted and parents support this by providing children with healthy packed lunches. Children's special dietary requirements are recorded in written agreements from parents this ensures that individual needs are respected. An overview list is provided in the kitchen for quick reference and some staff have attended allergy awareness training. Fresh water is available for children to independently access when they are thirsty which ensures they remain well-hydrated throughout the day.

Children's physical play experiences are well promoted through their daily access to the outdoor environment, they enjoy the climbing frame, slide and walking along the wooden bridge through the upright large tyre. When the weather is really bad, space is made inside for activities such as throwing beanbags and balls into coloured nets. Children are developing a good understanding of the importance of exercise in order to maintain a healthy lifestyle. A well-thought-out cosy quiet area provides all children with a space to snuggle in and retreat amongst the floating fabric and tranquil fairy lights. Blankets, a sofa with soft cushions and tactile rugs are used to create a homely feel and enable children to relax and take time away from the busy day.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a very safe and secure indoor and outdoor environment. Children are only allowed to be collected by nominated people; the main entrance door to the nursery has a coded entry system and the outside of the entrance can be closely supervised from the main office to ensure unwanted visitors do not gain access. Well-implemented policies and procedures are effectively followed to promote children's safety in the pre-school and when on outings

into the local community. Risk assessments are regularly undertaken and Control Of Substances Hazardous to Health (COSHH) and Riddor guidelines readily available. The certificate of public liability insurance is clearly displayed within the entrance. All fire safety precautions are in place and frequent emergency evacuations are practised with the children and staff to ensure everyone concerned knows what to do in the event of a fire.

Staff create a very welcoming and stimulating environment. The interior of the building is attractively decorated with posters and examples of children's own artwork, which they proudly point to. The layout of the playroom provides children with space to move around freely and safely and encourages their independence, for example, children confidently access the toilet and hand washing facilities. Well organised, child-friendly, accessible storage facilities enable children to self-select from the broad range of safe and suitable toys and equipment that are well maintained and meet safety standards.

Children's welfare is safeguarded and well promoted because all staff have a good, up to date knowledge and understanding of their roles and responsibilities in protecting children. A designated person is identified and all other staff have attended training. Effective procedures are in place to ensure all staff are aware of the procedures to follow if they have a concern.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children settle well and separate from their parents and carers confidently or are supported sensitively by staff to do so. Children spend their time playing together in small and large groups with staff interacting and supporting them in their play. Staff are caring and value individual children's contributions to help them develop pride in their own achievements, for example, responding enthusiastically when a child proudly shows her the completed Humpty Dumpty collage.

A good balance of free play and whole group activities keeps children interested and well motivated throughout the session. Children are becoming familiar with the routines of the session, which helps them develop their confidence and self-esteem as they happily engage in their preferred activities. Children confidently cooperate with staff and each other as they understand what is expected of them, for example, at tidy up time, when sharing turns on the computer or wearing aprons for craft. Staff have consistent expectations of good behaviour to which the children respond well, they use distraction when a child is throwing beanbags by suggesting rolling them to knock over a teddy instead. Children are learning to share because staff praise them for waiting and reassure them that they will all get a go, for example, when dividing the play dough out to all the children.

Staff reflect all areas of the 'Birth to three matters' framework in their practice with under threes and have all attended training. They are aware of the younger children's different needs and sensitively adapt activities to ensure they are able to be fully involved throughout the session. Many natural resources have been used to create treasure baskets, these stimulate the use of all senses and provide valuable sensory experiences. Cushions and cuddly toys provide lots of opportunities to snuggle in and are well used by all of the children. Developmental profiles are used to celebrate children's achievements and effectively link evidence to the different aspects of the framework.

### **Nursery Education**

The quality of teaching and learning is good. Teaching provides realistic challenge for all children and is rooted in a secure knowledge of the Foundation Stage and how children learn. Staff use effective questioning skills to extend children's learning and promote their curiosity, such as when deciding which colours are needed to make pink and allowing children to independently experiment with shades by adding more. Staff have particular areas of responsibility yet they are still aware to move with children to fully support their needs and learning. The indoor space is highly developed to cover all areas of learning and zones are effectively defined to promote high levels of sustained independent play. However, the outdoor area needs equal consideration to ensure it reflects all six areas of learning rather than the current main focus of physical play and development. Planning is well developed to cover all areas of learning and is beginning to become more spontaneous to incorporate children's interests. The curriculum is flexible to capitalise on unplanned events and to allow for children to consolidate their new learning. Adult focused activities show clear learning intentions and are well evaluated to identify areas for development and future learning opportunities. Observations are regularly made and transferred to children's developmental records, however, the evaluation of these needs clarity to identify next steps which are used to guide future planning. Children are engaged and motivated by a good balance of adult-led and child-initiated activities, with staff supporting and extending children's spontaneous play and independent learning to ensure rapid progress.

Children enjoy their time at the pre-school, they are happy and well-settled and have a positive attitude to learning. They show good levels of independence and confidence and are eager to take part in new experiences. Children are aware of the needs of others and they are learning to manage their own behaviour and display high levels of self-discipline. Children are confident communicators and they play together well in pairs or small groups sharing ideas and experiences such as caring for their sick animals in the home corner and carrying out medical procedures to make them better. Children enthusiastically listen and respond to stories, eagerly offering their own ideas and suggestions of what happens next and they are beginning to understand rhyming such as eight ladybirds on the gate. Children have good opportunities to practise their early writing skills and confidently access a range of mark-making resources to draw circles or make lists to support their role play. Most children confidently recognise their own names and are able to identify and sound some letters in their names.

Children use mathematical language during their play and have opportunities to compare and sort objects by colour and size. They recognise and use numerals when completing a clock puzzle and staff encourage their use of simple problem solving skills when building a wall which becomes so high they cannot reach to put Humpty Dumpty on the top. Children are learning about what things do and how they work as they take photographs of and closely examine a spider they have found with magnifying glasses. They explore and investigate properties as they connect tubes and pour water down from the top. Children competently display their skills on the computer and operate everyday technology during their play.

Children have access to an inviting range of media and materials in the creative area, and use their imagination creatively while describing their drawings, paintings and collages. Children engage in planned and spontaneous role play situations based on their own experiences and they cooperate together while sharing their own ideas. For example, using the first aid kit to bandage the member of staff's injured wrist. Children enjoy planned music sessions and they confidently sing their favourite nursery rhymes and enjoy listening and responding to different types of music.

## **Helping children make a positive contribution**

The provision is good.

Children are valued as individuals and are able to make positive choices and decisions during their time at the pre-school to develop their confidence and self-esteem. They enjoy celebrating events in each others lives and proudly point to photographs of themselves on display in the cosy quiet area, which helps them to develop a sense of belonging within the group. Staff are highly motivated in providing good support for children with learning difficulties and/or disabilities and they work in partnership with parents and other professionals to ensure children's specific needs are met. Well-thought-out visual timetables help all to understand the daily routines and procedures and fully promote the participation of all children. They demonstrate an ongoing commitment to inclusion as effective arrangements are in place to meet the needs of children who may require specialist equipment or alterations to the physical environment.

Children's spiritual, moral, social and cultural development is fostered. They are learning to respect each other's similarities and differences through activities and honest discussions. They have access to a wide range of resources reflecting a positive view of diversity and gain an understanding of the wider world through topics and discussions during their play. Children behave well as they know what is expected of them, good strategies are in place to encourage self-discipline such as using a sand timer to indicate turns on the computer. They are learning to show concern for others and staff thank children for being kind and thoughtful, this use of positive praise reinforces their understanding of good behaviour. Children develop a sense of pride as they take responsibility for certain jobs, for example, helping to tidy up and sweeping the floor.

The partnership with parents and carers of children receiving nursery education is good. Staff have built a good rapport with parents and exchange information verbally on a daily basis to ensure children's changing needs are met and to ensure continuity of care. Parents are well informed about the Foundation Stage through the information provided within the parent pack. However, they do not have regular opportunities to share their children's records of achievement or make ongoing contributions. Staff encourage parents to share their knowledge of their children, they gather information on their children's starting point to support their initial learning needs. Parents value the information, advice and support provided via the regular newsletters and comment on how much their children enjoy coming to the pre-school. All the required documentation and consents are in place to ensure children are cared for according to their parents' wishes.

## **Organisation**

The organisation is good.

Children are cared for by well-qualified and suitable staff who have a clear understanding of their roles and responsibility in meeting children's individual needs. Children are safeguarded by accurate recruitment and vetting procedures, ensuring they are never left alone with adults who have not been suitably vetted. Students are given clear guidance about their roles and are supervised by staff, ensuring children's safety.

The sessions are well organised and arrangements for staff deployment positively support children's enjoyment and ability to take an active part in all aspects of the setting. Staff wear aprons and identification badges with the pre-school logo and their names, giving them a clear professional identity and ensuring they are easily identifiable to children and parents. The high adult to child ratios ensure children have plenty of direct attention and are well supported.

Staff have a good working knowledge of the National Standards and the outcomes for children. They work effectively with the strong management committee to regularly review policies and procedures to keep them up to date with current guidance. Daily attendance of staff and children is recorded in line with requirements which contributes positively to children's safety and well-being.

The leadership and management of nursery education is good. Staff work efficiently as a cohesive team, which positively supports children's learning and development within all six areas. Overall responsibility for nursery education has been appropriately delegated to the joint supervisors who both have a good knowledge of the Foundation Stage and experience in planning the curriculum. The supervisors adopt a professional, yet approachable manner and the setting has agreed clear aims and objectives to focus their work with children and their parents. Children benefit greatly as staff work very closely with advisors from the local authority and evidently act upon advice given. Staff monitor and evaluate the quality of their teaching further through discussions at staff meetings and evaluating the effectiveness of individual activities. Staff appraisals provide opportunities for staff to reflect on their individual strengths and ensure their training needs are identified.

Overall children's needs are met.

### **Improvements since the last inspection**

#### **Care**

At the last inspection of care, the pre-school was required to: implement an effective system for managing access to the premises and improve the child protection statement, including the procedure to be followed in the event of an allegation against a member of staff. Both recommendations have been addressed, since the last inspection the pre-school have moved into new purpose build provision, therefore access to the premises is effectively managed and secure at all times which fully promotes children's safety. The child protection statement has been updated to ensure children's welfare is appropriately safeguarded.

#### **Nursery Education**

At the last inspection of nursery education, the pre-school was given two points for consideration: develop an effective system for linking assessment to planning the next steps of learning for individual children and improve the information available to parents about the Foundation Stage, the early learning goals and the six areas of learning. Development of an effective system is still needed to clearly link assessment to planning and this recommendation has been raised again. Staff are currently accessing training provided through the local authority and both supervisors highlighted this as an area for development. Parents now receive an informative pack at the time of registration outlining the Foundation Stage and the six areas of learning. A wealth of information is also displayed in the entrance for parents to access at their leisure.

### **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 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):

- improve hand washing procedures to reduce the risk of cross-infection
- ensure all accident records consistently and accurately log the exact location of the injury.

#### 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):

- continue to develop the assessment and evaluation of children's progress, identifying next steps in their learning which are used to inform future planning
- continue to develop all areas of learning within the outdoor environment
- devise and implement a system to encourage parents to access their children's developmental records and make ongoing contributions.

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](http://www.ofsted.gov.uk)