

# Hamilton Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	106967
<b>Inspection date</b>	06 November 2007
<b>Inspector</b>	Barbara Walters
<b>Setting Address</b>	Holymead Junior School Annexe, Wick Road, Brislington, Bristol, BS4 4HP
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<b>Registered person</b>	Hamilton Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Hamilton Pre School has been operating since 1995. It is situated within a classroom annexe of Holymead Junior School in Brislington, Bristol. Hamilton Pre School provides care for children from within the local area. The group is registered for 28 children. There are currently 41 children aged from three to five years of age on roll. This includes 40 funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. The group supports children with special educational needs and with English as a second language. The group opens mornings and afternoons every weekday during term times. Sessions are from 09.00 until 11.30 each morning and from 12.30 until 15.00 each afternoon. The group operates with seven members of staff, of whom three have an early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn about appropriate hygiene routines and need little reminding to wash their hands after using the toilet and before snack time. Children begin to develop independence in managing their own personal hygiene. Staff support them in learning how to prevent the spread of infections through regular use of tissues when they have a cold. Sufficient routines are in place to minimise the risk of infection such as wiping the tables with anti-bacterial cleaner and a staff rota for cleaning the toilets. Written parental consent is in place to seek emergency medical treatment or advice. All staff have first aid certificates which ensures appropriate action will be taken should an accident occur.

Staff work with parents to ensure children's dietary needs are met. Snacks are provided for the children, such as biscuits and toast. Children gain little understanding of the importance of healthy and nutritious food as healthy snack options are limited.

Children enjoy a range of physical play and have daily access to the large school playground where they can explore wheeled toys or climb on the fixed equipment. Children benefit from an exercise programme which includes a variety of planned physical exercises to help them develop their skills and work towards achieving goals and stickers. They begin to move with confidence and make progress in developing physical skills such as catching and throwing and movements to familiar rhymes.

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

The provision is satisfactory.

Children are welcomed at the beginning of each session. They mainly play in a spacious room where they can move around freely and independently. Use of the small room for story time and school playground for exercise enable the children to enjoy a variety of different activities. In general, supervision ensures their safety both indoors and out. A buzzer system on the entrance door to the setting allows staff to know when it is being opened. Staff keep children in line of sight at all times to ensure their safety. However, the heater cover is insufficient for protecting children. Children enjoy playing with a wide range of toys and equipment which meet safety standards. Children play with a balance of floor toys and table top activities which are safely accessed by all.

Staff have a sufficient level of understanding regarding the signs and symptoms of abuse and who to contact if they have concerns about a child in their care. However, children's welfare is not fully promoted as the group has not kept up to date with child protection issues and does not have a designated person for child protection liaison.

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

The provision is satisfactory.

Children enter happily and are greeted warmly by the staff. They generally separate from their parents happily and are able to settle and join in the daily routine. Children's independence and confidence is developed as they are able to make regular choices in their play through free choice or adult led activities. Activities on offer are set out so children are able to independently choose their own play which includes floor play with construction kits and small world play,

and table activities with puzzles and messy play. Staff build sound relationships with the children who happily approach them for reassurance or support. For example, children seek staff to look at a book with them or help with stacking the bricks.

#### Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a generally satisfactory understanding of the Foundation Stage and the six areas of learning, however this is not used effectively in order to support each child's learning needs. There is no clear vision of the learning opportunities within the activities provided or how each child is being moved through the stepping stones. Daily planning does not relate to the stepping stones and a clear picture of children's development is not established. Staff have sufficient knowledge of the early learning goals to support children's activities but learning intentions are not always clear in order to support children in all aspects of learning.

Children have a generally positive attitude to learning. They respond to the groups clear routines, such as tidying up when the music plays, and wait patiently for their turn on the computer. Children develop independence, for example as they make choices within their play and confidently tell staff of their needs. Children benefit from a comfortable book corner and they use books for pleasure, asking staff to read to them during free play. Story time is a time when children can explore new words. However, there is limited opportunity for children to develop writing skills by practicing mark-making within activities. There are also few consistent opportunities to link sounds to letters. Number rhymes are used to develop children's understanding of numbers and they enjoy counting the sausages in the pan and counting on their fingers. There are limited opportunities for children to use numbers and solve simple problems in everyday activities.

Children learn about changes the outside world as they plant sunflower seeds in the garden and explore the different kinds of leaves. They learn the value of technology as they confidently use the computer and complete simple games. Children use their imagination and express themselves through small world and role play based on their own experiences at home. They sing familiar songs in a group and join in with the actions. Some adult-led creative activities are provided, such as making a fire-work picture and leaf prints. However, children have inconsistent opportunities for free creative play, for example with a variety of textures or individual creative development, exploring a range of different materials independently.

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

The provision is satisfactory.

Children soon learn the routines of the of group and develop warm relationships with staff. Children are valued when they bring photographs of themselves for display. The group supports children with special needs and staff are aware of the need to work in partnership with parents and other professionals involved in the children's care. Available toys and resources such as play figures and books support children's understanding of cultural diversity. Spiritual, moral, social and cultural development is fostered.

Children are beginning to learn to share, take turns and play co-operatively. They are secure with the groups' boundaries, for example, sitting on the floor quietly at registration and having a time limit for play on the computer. They are beginning to learn responsible behaviour by clearing their own mugs after snack time and helping to pack away the toys after play. Staff

are calm at all times and speak quietly to the children. This creates an atmosphere of which is conducive to a settled learning environment for the children.

The partnership with parents and carers is satisfactory. Parents receive an information sheet about the setting when they first attend the group. Further information about the setting is displayed in the entrance, including the children's weekly topics and information from the committee. Basic policies and procedures are offered to parents, however the complaints policy does not reflect current requirements. Parents are able to discuss issues at any time by discussion with a member of staff. Regular newsletters ensure parents are kept up-to-date with any changes. Parents are encouraged to take an active part in their children's learning by bringing items for the show and tell.

### **Organisation**

The organisation is satisfactory.

Children's care is promoted by staff who have worked together in the provision for a number of years. The manager ensures that appropriate staffing ratios within the setting are maintained. The staff know the children well and the group is planning to develop a key worker system to contribute to their well being. Children play in an organised environment, where time, resources and space are used to enable children to have a variety of experiences. Records relating to children are maintained and shared with parents. Children's health and welfare are underpinned by all the required policies and procedures. However, changes of regulations concerning the complaints record, which includes the requirement to investigate and maintain a record of complaints, has not been implemented. This is a breach in regulations. Overall, the setting meets the needs of the range of children for whom they provide.

The leadership and management of the setting is satisfactory. Staff have developed informal and informal communication systems and regular staff meetings ensure staff work closely together for the benefit of the children. The managers are aware of the strengths and weakness of the provision and are in the process of developing their planning and assessment systems. However, the system for planning and evaluating the programme for nursery education does not ensure that children are offered a balanced range of activities and experiences across the six areas for learning and ensure that all aspects of learning have sufficient emphasis and appropriate challenges for children.

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

At the last inspection, the group was asked put certain documentation in place which has now been completed. These were to ensure that parents' signatures acknowledge the administration of medication; to establish an operational plan; to maintain details of staff and children's arrival and departure; and to update policies and procedures in line with regulations and the National Standards. They were also asked to make the children aware of fire evacuation procedures. Fire drills are completed twice a term.

### **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### 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 childrens' snacks contain a range of healthy options
- review aspects of safety with particular regard to the heating guards in ensuring children are kept safe
- develop knowledge and understanding of child protection procedures, including the appointment of a designated person for child protection liaison and their role and responsibilities
- develop knowledge and understanding of the required complaints procedure

#### 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 systems for observations and assessments and their links to planning, in order to ensure that all children make progress and their individual learning needs are met
- increase opportunities for children to practise linking sounds to letters and to develop their writing skills in everyday situations; and provide more opportunities for children to use numbers and practise problem solving in everyday situations
- extend opportunities for children to enjoy free creative play
- fully implement a system for monitoring the effectiveness of the nursery education curriculum in order to ensure that children receive a balanced range of activities that reflects all aspects of the six areas of 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](http://www.ofsted.gov.uk)