

Hayling Community Pre-School

Inspection report for early years provision

Unique Reference Number 110184

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Inspector Gill Moore

Setting Address Mengham Infant School, St Mary's Road, Hayling Island, Hampshire,
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Registered person Hayling Community Pre-School

Type of inspection Integrated

Type of care 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.

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?

Hayling Community Pre-School has been registered since 1985. It is a committee run group and operates from a classroom in Mengham Infant School on Hayling Island, Hampshire. The pre-school serves families from the local community. A maximum of 26 children may attend the group at any one time. The pre-school is open from 09:30 to 12:00 and 13:00 to 15:30 in term time. The group offer a flexible 09:00 start and a lunch time session from 12:00 to 13:00. Children attend for a variety of sessions.

There are currently 65 children on roll. Of these, 61 receive funding for nursery education. The pre-school support a number of children with a range of learning difficulties and/or difficulties. The committee employ a qualified leader to be responsible for the day to day running of the group and an administration officer. In addition, 10 staff work directly with the children, eight of whom are qualified. The group receive support visits from the Pre-School Learning Alliance and achieved Aiming for Quality Accreditation status July 2007.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners implement effective health and hygiene procedures, which help minimise the risk of infection. They wear disposable gloves when changing nappies and ensure a clean and healthy environment where very good standards of hygiene are maintained throughout. Accidents are dealt with appropriately and practitioners have relevant up to date first aid training. Secure systems are in place to record accidents, and the administration of medication, and share this information effectively with parents. Children show a very good awareness of the importance of looking after their bodies. They help themselves to tissues when their noses need wiping and dispose of these appropriately. Children talk about the need to wash the germs away from their hands before making the play dough and wash their hands, using soap from pump dispensers and individual hand towels, before having snack and after using the toilet. They recognise the importance of this and are reminded through photographs and pictures displayed in the bathroom area.

Children's understanding about their bodies and health issues is promoted through discussions with practitioners and visits from health professionals. For example, they enjoy regular visits from the doctor and health visitor and discuss the importance of having regular check ups at the dentist. Children's understanding of this is further enhanced through role-play as they act out their real and imagined experiences of visiting the doctor or dentist. They become very aware of the importance of regular exercise as part of maintaining a healthy lifestyle and benefit from opportunities to participate in a range of physical activities daily. Practitioners make good use of resources, such as 'Sticky Kids' to help children recognise the importance of warming up their bodies and they discuss the affect exercise has, recognising when their heart begins to beat faster. Children confidently ride a range of different sized bicycles, scooters and tractors showing very good spatial awareness. They jump in and out of tyres and enjoy throwing small hoops onto skittles.

Physical play is well planned for ensuring children access the full range of equipment, which includes climbing and balancing apparatus and an extensive range of smaller sports equipment. Children benefit from opportunities to use more challenging equipment, learning to take risks, because the group have regular use of the school hall and equipment. They wrap up warm in colder weather and wear Wellington boots and raincoats when it is wet, and enjoy the flexibility of playing between the inside and outside areas most of the session. Children gain an exceptionally good understanding about the importance of healthy eating. This is promoted through discussions, opportunities to cook at pre-school, and through the healthy range of snacks offered at the snack table. The implementation of the café style snack bar enables them to make their own choices about when they would like snack and increases opportunities for them to develop independence. Children serve themselves a range of foods, including various fruits, cherry tomatoes, carrots and crackers. They discuss different types of food, recognising what they need to ensure a healthy balanced diet, and talk about how milk helps their teeth and bones to grow strong. Children help themselves to drinking water across the day when they become thirsty and recognise when they are feeling tired, snuggling up in the quiet area to read a book.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit enormously because they are cared for in a safe and secure environment where they wander freely and safely between the inside and outside areas. The pre-school is extremely inviting and vibrant and exciting throughout, with posters, photographs and children's work displayed. Highly effective use of space is made to fully maximise learning opportunities and promote children's independence. Children take themselves to the toilets, which are situated off the main play area, and hang their coats on low level pegs as they arrive. The pre-school benefit from opportunities to use the school hall and grounds, in addition to their designated classroom area, which is self contained and has a separate entrance for parents. Children have independent access to an extensive range of furniture, equipment and play provision, which is suitable for their ages and stage of development. Their independence is fully promoted because equipment and resources are presented at low level in labelled boxes and on open shelving units. The provision is kept clean and well maintained and regular checks are included as part of ongoing risk assessments.

Children's safety is exceptionally well promoted because practitioners are vigilant and ensure all risks and hazards are minimised. The premises are secure and access can only be gained into the reception area. A key pad system prevents parents and visitors from entering the main play areas without supervision. The outdoor area is securely fenced and daily risk assessments are implemented and recorded on all areas, which really help to ensure children's safety. A designated health and safety officer on the pre-school committee also implements additional formal risk assessments each term, to ensure any risks and hazards have not been overlooked. Children are very aware of how to keep themselves safe, recognising why they should not run around inside. They learn how to cross roads safely and how to stay safe around fire through discussions with practitioners and visits from people who help them in their local community. For example, children practise road safety with the lollipop lady and discuss why it is important not to talk or wander off with strangers with the policeman who regularly visits the group. Practitioners make very good use of incidental opportunities to promote children's awareness, for example talking about the dangers of fireworks and bonfire night. Children suggest the iron is hot in their role-play and discuss why only adults can open the oven. They practise regular fire drills, which helps ensure they know the procedure to follow in the event of an emergency.

Children are protected and safeguarded from harm because practitioners have a good knowledge of child protection issues and know how to implement Local Safeguarding Children's Procedures. Suitable procedures are in place to discuss and record injuries children arrive with and parents receive detailed information about the group's roles and responsibilities with regards to child protection issues. Written policies and procedures are comprehensive and ensure children, staff and visitors are fully protected. Practitioners have attended training in this area and robust procedures are in place to respond effectively should disclosures be made. Secure systems are implemented to protect children and support the family, liaising closely with the relevant agencies. Practitioners gain written information from parents regarding who can and cannot collect their child from pre-school. The implementation of a password system, and the request to see identification, helps to ensure children who are collected by adults not known to practitioners are protected in the event of an emergency.

Helping children achieve well and enjoy what they do

The provision is good.

Children thrive during the time they spend in the group. They develop extremely high levels of independence and confidence and make excellent relationships with practitioners and their peers. All children arrive confidently to pre-school and happily leave their parents. They hang up their coats, self register and then rush in excitedly to choose where they want to play. Children are extremely familiar with the daily routine, eager to explore their surroundings, and are exceptionally well supported by practitioners who have a clear knowledge of child development. Younger children benefit immensely from playing alongside their older peers. Practitioners adapt their teaching to ensure activities are pitched at the appropriate level and effective learning takes place.

Children laugh and giggle with their peers and practitioners as they participate in the animal song. They make suggestions about how animals move and act and choose actions to represent this as they sing. Large group times are managed exceptionally well because all practitioners sit on the floor with children to ensure younger ones are fully supported and involved in group discussions. Children delight in participating in stories making predictions about what they think will happen next and enjoy playing the 'Guessing Game.' They listen to the description of an object hidden in the shopping bag and make suggestions about what they think it might be. Younger children become skilful communicators keen to share their ideas and confident to speak in front of a large group. They are competent learners using an extensive range of equipment to develop their early concepts of mathematical ideas and solving their own problems.

Nursery education

The quality of teaching and learning is good. Children flourish during their time at pre-school because practitioners have a secure knowledge of the Foundation Stage curriculum, which is clearly reflected in their teaching. They recognise how young children learn most effectively and make excellent use of planned activities, routines and incidental opportunities to fully promote their learning. Practitioners use an exciting and inspirational range of teaching techniques and effective questioning encouraging children to think through their own ideas and solve their own problems. They value each child's suggestions and encourage them to test out their theories in a safe and nurturing environment, developing children's confidence and their ability to work through their own ideas.

Children show exceptionally high levels of independence wiping tables when they have finished eating and clearing up the water that they spill. They help to pack away resources and work extremely well together with their peers listening to one another's ideas as they negotiate how to build the train track. They use very good mathematical language in their play sorting out the track pieces into straight and curved ones and comparing the length. Children are keen and motivated learners eager to try new experiences and show high levels of confidence and self esteem. They benefit enormously from the routine of the day, use of space and the presentation of resources, which enables them to make their own decisions about what they want to play with and ensures they can access the provision for themselves. Children have been recently introduced to the new café style snack bar. This promotes their independence and encourages them to develop spatial awareness as they work out whether there is sufficient space for them to eat or whether they need to return at a later time.

Children confidently handle a range of tools and materials using scissors, sticky tape and glue sticks when making their purses. Practitioners make excellent use of this activity to promote

discussion about different numbers and sizes of coins and children discuss the different ways in which they see mummy pay for shopping. They competently cut out pictures of things they would like to buy at the shop and decide to make a large collage. Children work out how to attach smaller pieces of paper together in order to make a much longer piece and are well supported by practitioners in their attempts. They have wonderful opportunities to explore creativity freely across the session, accessing the full range of media and materials. Children decide to make an engine for their trains from recycled materials and show a great sense of pride when they have successfully completed their model. They run off excitedly to use their engine in their play with the other trains and this promotes much interest from their peers who decide they would also like to make their own engines.

Children practise emergent writing in a variety of situations and label their own paintings at the easel. They select their own size and colour paper recognising and comparing the different shapes. For example, children notice that a triangle has three corners whilst a square has four sides all the same length. They hang their paper using pegs at the easel and carry their completed pictures over to the rack for them to dry. Older children help their younger peers put on aprons and complete tasks happily for themselves without the need for adult support. They search for hidden letters in the sand and make comparisons between the letters in their names. Children have many opportunities to recognise print around the room and begin to understand how it is used for many different purposes. They recognise their names on name cards using these to self register and to show they have had their snack.

Interaction between practitioners and children is really wonderful. Practitioners are exceptionally effective in supporting children's imagined ideas. For example, following on from playing with the trains some children suggest they build their own train. They move furniture together and empty a large chest of equipment, which they climb into. Practitioners question children about where they are going, how long it will take and how much it will cost. This prompts children to make and use tickets in their play and they decide to travel to Portsmouth suggesting they are going to visit the fun fair. This promotes much discussion about different places children have visited and they eagerly share their own experiences with their peers. Children enjoy dressing up and cooking and ironing in the role-play area. They use the purses they have made previously to exchange money and write cheques for clothes they purchase in their shop. Children make a tea party and decide to celebrate a birthday. They count the pieces of cake working out how many children can have a piece and use very good language to describe their favourite foods and toppings on pizzas. Practitioners introduce children to new vocabulary, such as olives, and discuss how these taste.

Children work extremely well together following the recipe to make play dough. They pour the flour into cups and count the number of spoonfuls it takes to fill the cup. They watch with interest to the mixture changing as other ingredients are added and later on in the day use the dough they have made to make fairy cakes for their pretend birthday party. Planned activities, such as planting seeds, gardening and observing tadpoles change into frogs also help develop children's understanding of change. They use sand timers to help negotiate taking turns when using the computer developing their concept of time. Children use measuring tapes and other resources in their play helping promote their understanding of mathematical concepts. They have opportunities to use equipment, such as magnifying glasses, magnets and bugs, although these resources cannot be accessed independently in their play, which impacts on children's opportunities to fully promote their curiosity and investigative skills.

Practitioners plan an exciting range of activities and experiences for children enabling them to make good progress in all aspects of their learning. They make very good use of the outside

area, making this inviting with numbers displayed and different media available, as well as resources for physical play. Children use the outdoor environment freely across their play and practitioners are beginning to increase the experiences offered outside, although this is not yet fully developed.

The system for planning is extremely effective and practitioners use topics, which they base around children's individual interests, to help plan activities. They have an in-depth knowledge of children's interests and abilities and use this to help guide the planning. Secure procedures are in place to assess children's starting points and their ongoing progress and achievements. Key workers update children's assessment records and identify next steps for development and individual targets to be worked towards. This information is used exceptionally well to help plan future experiences, ensuring the educational programme is tailored to children's individual needs and abilities. Weekly meetings ensure all practitioners have a good understanding of individual targets and this helps them to adapt their teaching and make maximum use of opportunities to support and extend children's individual learning. Consequently, every child who attends the group thrives in an exciting and truly stimulating early year's environment where their true potential is fully recognised.

Helping children make a positive contribution

The provision is good.

Every child is valued as an individual and practitioners fully recognise their strengths and abilities. They have an excellent knowledge of individual children's needs and family and home circumstances, which is secured by the registration process. Children talk about themselves and their families discussing who lives with them and begin to recognise the different types of family units. Their understanding of themselves and others is promoted through discussions and topics. Children explore their local area, visiting the church, library and supermarket and recycling items from pre-school learning how to take care of their environment. They use maps and globes to examine other countries around the world learning about other children, how they live, what they wear and where they go to school. They increase their understanding about different lifestyles and cultures and begin to recognise and value the similarities and differences between themselves and others. For example, children discuss how some of them have freckles whilst others wear glasses. They become very aware of different ways of communicating learning sign language and gestures, and becoming familiar with different languages that are spoken.

Children use a wide range of resources reflecting a diversity of culture, ethnicity, gender and disability, including books, jigsaws, resources for role-play and dressing up clothes. The physical environment reflects positive images of diversity through posters, photographs displayed and writing in different languages. Children learn about a range of cultures and customs and these are usually introduced through activities and discussions linked to special events and cultural festivals, for example Chinese New Year. Practitioners promote a fully inclusive environment where every child is valued. They adopt an 'I can' approach helping children value what they are able to achieve by themselves. Children attend the group with a range of abilities and extremely secure systems are implemented to ensure practitioners work exceptionally closely with parents and outside agencies involved. Practitioners meet regularly with agencies, such as Portage, and children's parents to identify targets to be worked towards and discuss strategies to adopt in order to help children make progress. The use of photographic and visual timelines, home link books, and the development of individual plans for children really boost opportunities for them to be fully involved and achieve their individual potential.

Children's behaviour is extremely good. They show exceptionally high levels of confidence and self assurance and respond extremely well to the continual praise from practitioners. Children develop a strong sense of self assurance and belonging within the group and the implementation of the highly successful key worker system significantly enhances relationships. Children are awarded feathers for really positive behaviour, which they place into a jar. Once the jar is full up, all children decide on a treat, such as a visit to the park or purchasing a new piece of equipment. Children write lists with practitioners of the treats they would like to receive, which helps them adopt a positive attitude to their behaviour. They play exceptionally well with their peers and show a caring attitude towards one another. Children have a very good understanding of what is expected of them and are reminded of how to behave through discussions and the use of pictures and words displayed around the room. As a result, children's spiritual, moral, social and cultural development is fostered.

All children benefit from the relaxed informal relationships between their parents and practitioners. Parents are well informed about the pre-school through a variety of ways, including written information when they register, details displayed on the notice board and access to the full range of policies and procedures. They are invited to play an active role in the group, for example by being on the committee, participating in fund raising events and helping out in sessions. Regular health visitor clinics are held in the group and parents are invited to contribute their ideas and suggestions about how to improve the pre-school by completing questionnaires and surveys.

The partnerships with parents of children who receive nursery education are good. Parents receive detailed information about the curriculum and structure of the session, although opportunities for them to fully understand the links between this and children's play are not fully promoted. Parents are encouraged to share what they know about their child when they begin the group and play an active role in the initial assessment of their child, helping practitioners develop an initial play plan. They receive regular newsletters and topic letters informing them about the main aims of each topic and highlighting some activities and discuss children's day informally when they collect their child from pre-school. However, opportunities for parents to be informed about the activities their child is involved in on a daily basis are not yet fully developed. Parents receive a written report each term highlighting their child's progress in each of the areas of learning and identifying their next steps in their development. They are invited to discuss this with their child's key worker and share evidence in their individual assessment records. However, opportunities for parents to fully contribute to their child's learning, for example by providing some suggestions of activities for them to try at home, have not been fully explored.

Organisation

The organisation is good.

Children benefit immensely because they are exceptionally well supported by qualified and suitable practitioners who have a secure understanding of early years practice. Staff deployment is exceptionally good and the group implement a highly successful key worker system, which helps to boost relationships within the setting and home. Practitioners work exceptionally well as a team and share the same vision. There is a clear management structure in place with defined roles and responsibilities. Highly effective communication takes place between practitioners and management in a number of ways, including daily informal discussion, weekly staff meetings and half termly planning meetings. The pre-school leader attends all committee meetings, which are held at least every term, and this helps secure effective working relationships.

Consequently, the pre-school is extremely well organised and operational issues are quickly addressed. As a result, the setting meets the needs of the range of children for whom it provides.

Management place a strong emphasis on monitoring and supporting staff performance and development. Appraisals are held termly and include an element of self appraisal. Strengths are recognised and valued and training needs identified. Each practitioner has an individual training record and secure procedures are in place to monitor this ensuring training is completed and the impact on staff performance is measured. The group have just started to implement peer on peer observations as an additional way to monitor practice. Management pay high attention to self assessment and continue to evaluate the group on a regular basis. All practitioners play an active role in this, assessing how well they feel the group promotes successful outcomes for children each term. Action plans for future developments are drawn up and targets identified to improve practice. The staff team is well established and have not needed to recruit for some time. New recruitment procedures are currently being developed, although are not yet complete, to ensure they are in line with new regulations. Systems to ensure the ongoing suitability of those already working in the setting are being developed alongside new recruitment procedures, although these have not yet been fully introduced.

Practitioners have a secure knowledge of all policies and procedures and ensure these are implemented to a consistently high standard, which helps to promote children's health, safety and well-being. Accurate records are maintained of children, staff and visitors to and from the setting providing a clear picture of the exact times they are on and off the premises. All documentation includes the required detail and is effectively shared with parents. The leadership and management of nursery education are good. Practitioners are all involved in planning the educational programme and take lead responsibility in a specific area for each of the weekly topics. They work exceptionally well as a team to observe and assess children and collate information to update records appropriate to those in their individual key work group. Secure systems to monitor the educational programme, ensuring all aspects of the curriculum are sufficiently included, and assess the impact this has on children's individual progress are implemented. Information from assessment and weekly evaluations are used to help plan the next topic, ensuring emphasis is placed on all aspects of the curriculum. The organisation of space, and use of time and resources, is highly effective enabling children opportunities to make their own choices. The rich and exciting learning environment, and the skilful interaction from dedicated practitioners, ensures all children thrive in this nurturing and stimulating environment, where their individual potential can be truly achieved.

Improvements since the last inspection

At the last care inspection the group were asked to request written permission from parents for seeking emergency medical advice or treatment. This is now requested as part of the registration procedure, which helps to assure children's health in an emergency situation.

At the last nursery education inspection the group were asked to improve opportunities for children to use Information Technology and improve the book corner, to encourage children to choose to look at books in comfort. Children now have independent access to two computers and printers, where a wide range of educational games are offered. The book area has been improved to include a much wider selection of books and cushions for children to sit on. Consequently, children enjoy relaxing and sharing books independently and with their peers.

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 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 the procedures to recruit and appoint new staff and ensure the ongoing suitability of those already working in the setting

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):

- increase opportunities for parents to be informed about daily activities; to recognise links between play and the curriculum and how to support their child's learning at home
- continue to develop the outside learning environment and increase opportunities for children to develop their curiosity and investigative skills through independent play

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