

# Hulland Community Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	206800
<b>Inspection date</b>	12 October 2007
<b>Inspector</b>	Jean Otter
<b>Setting Address</b>	Hulland Church of England Primary School, Firs Avenue, Hulland Ward, Ashbourne, Derbyshire, DE6 3FS
<b>Telephone number</b>	07949 673774
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<b>Registered person</b>	Hulland Community 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 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?

Hulland Community Pre-School opened in 1972 and operates from the main hall within Hulland Church of England Primary School, Hulland Ward, Ashbourne, Derbyshire. A maximum of 24 children may attend the pre-school at any one time. The setting is open each weekday during term time from 09:00 to 11:30. All children share access to a secure enclosed outdoor play area.

There are currently 12 children aged from two to under five years on roll, of these, five children receive funding for early education. The setting currently supports children with learning difficulties and/or disabilities. Children attend from the local community.

The pre-school employs three members of staff, all of whom hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn the importance of good personal hygiene through planned routines and activities. They wash their hands after using the toilet and before eating their snack and staff provide good verbal reminders about why this is important. Children's good health is well supported because staff practise good hygiene routines, such as wiping tables at snack time and ensuring all toys and equipment are clean. Thorough policies and procedures are in place which help children stay healthy, for example, the policy for caring for sick and infectious children helps to prevent the spread of infection.

Healthy eating is promoted at the setting as staff provide children with snacks that include, for example, a choice of sandwiches on brown bread, carrot sticks and cucumber slices. A choice of milk or water is available with their snack, and drinking water is available at all times. Children who can, pour their own drinks independently. Children's social skills are developed at snack time as they sit together and chat with their friends. Their independence is promoted as they choose from a buffet style snack where they can help themselves from the selection provided. Special dietary requirements are respected to ensure children remain healthy.

Children have opportunities at each session to take part in physical activities that contribute to a healthy lifestyle. They develop self-confidence in their physical skills as they use a wide range of toys and equipment either indoors or outdoors. The indoor activities include movement sessions, action songs and musical games, which the children enjoy and they are learning to move their bodies in different ways.

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

The provision is good.

Children are cared for in an environment where risks are limited through very good safety and security procedures. Staff monitor access to the group at all times and efficient procedures for the arrival and collection of children are in place. Regular comprehensive risk assessments and daily visual checks on the outdoor area, premises and equipment are completed to ensure children are kept safe. Children are well supervised and staff ensure they are accompanied to the bathroom at all times. Fire safety equipment and evacuation procedures are in place helping to keep children safe in an emergency. Staff are vigilant and support children appropriately in safety matters, for example they learn how to avoid accidental injury through discussions, routines and activities implemented by the staff team. The premises are suitable for their purpose, they are spacious and well maintained. Children have free access to a good range of high quality toys and equipment that support their development well.

Children are well-protected by staff who have a clear understanding of child protection issues. Staff know signs of possible abuse and the procedures to follow if they are concerned about a child.

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

The provision is good.

Children are confident within the group and they enjoy their time there. Activities and resources they enjoy are well presented and help them learn through their play. An effective key worker

system ensures that children's welfare and development is monitored effectively and they approach all staff with confidence for their needs, which are met well. Children interact very positively with staff, increasing their sense of belonging and trust. They benefit from familiar routines which are well organised. Staff are using the 'Birth to three matters' framework to plan for the children under three years, and detailed observations and assessments are completed to help plan for young children's next steps in learning. Children are learning good social skills such as being caring towards each other and sharing their toys and resources. Children's personal independence is nurtured well and they are keen to demonstrate their skills such as pouring drinks at snack time. They know how to behave appropriately and listen carefully to instructions from staff.

## Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have good knowledge of how children learn and use the stepping stones to identify their achievements. Planning is well organised, and ensures a range of activities and experiences are provided to extend children's learning. Observations and assessments are completed and staff use these effectively to inform planning for the next steps in children's learning. Staff engage in children's play and work well together as a team, sharing observations and all aspects of planning. Deployment of staff is effective, and ensures that children get the most out of activities. Staff provide opportunities for children to become independent learners and there is a good balance between free play and adult focused activities. Children form good relationships with staff and their peers which helps to promote a sense of belonging. Behaviour is well managed which results in a calm and caring environment.

Children's achievements in speaking and listening are good and they have opportunities to speak out in a familiar group which promotes their self-confidence. They listen to stories and sing their favourite songs and rhymes. Children can select books independently from a range that is available at all times. The setting uses the mobile library to supplement its own selection, and titles contain resource books as well as story books. Good use of books fosters a positive interest and encourages early literacy skills. Children are beginning to recognise familiar words and are learning that print carries meaning. They have opportunities to practice their emerging writing skills and older children are beginning to write their own name.

Children are beginning to count and are using numbers well. They count reliably to 12 and some children can count beyond this figure. The use of numbers threads through many activities and children have opportunities to develop simple calculation skills, for example through number rhymes. Children have good opportunities to access technology through use of a computer, and other technological resources such as mobile phones, 'Walkie Talkies', magnets and magnifying glasses. Children are learning concepts such as matching, sorting and sequencing.

Children are introduced to a range of topics that help to develop their awareness of the environment and the world in which they live, for example they learn about different buildings, the countryside and what can be found there, and how things grow. They are learning about different countries and the people who live there. Children are encouraged in circle time for example, to talk about familiar people and the things they enjoy. However, there are few opportunities to introduce the children to the different cultures in our society and to explore diversity. Plans do not reflect activities and resources which regularly support learning in this area.

Children move confidently and are developing good co-ordination skills. They handle a range of tools and small equipment well and have access to a range of large equipment which further tests their skills. Action rhymes and movement sessions that involve moving their bodies in different ways are particularly enjoyed. Children learn the importance of good personal hygiene through well-planned routines and activities. They wash their hands after using the toilet and before eating their snack and staff provide good verbal reminders of why this is important.

Children use a good variety of different materials to develop their creativity and imagination. They explore texture through natural materials and have the opportunity for free expression as well as more organised creative opportunities. Painting, drawing, colouring and malleable play is regularly available. Children have good opportunities to construct large models and to explore various aspects of construction, such as how things work. Different scenarios are introduced during themes which help to develop their imagination, for example, a beach hut, a building site, a tower for a princess.

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

The provision is satisfactory.

Children are cared for in a supportive and caring environment, they settle well and play happily together. Good relationships are developing with adults and other children in a setting where staff work with parents and carers to meet individual children's needs. Children behave well in response to clear boundaries set by staff. They are learning to take turns, share their toys and develop good manners. They are involved in making choices about their play, they have free choice of toys and activities which fosters their independence. Praise and encouragement is used by staff to promote children's self-esteem, their contributions are valued and good work and behaviour is acknowledged.

Children with learning difficulties and/or disabilities are welcomed into the setting and staff are committed to the full inclusion of all children. Children's awareness of their local rural community and of people living in different countries is supported through activities and themes. A satisfactory range of resources are available which give children a balanced view of the world and offers some learning opportunities in this area. However, opportunities for children to learn about our multi-cultural society is limited. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents receive written information about how the setting operates, and policy procedures including a written complaints procedure are available. Parents are made to feel very welcome at the setting and the parent helper rota is well attended. Staff work closely with parents to ensure their child's needs are met and as a consequence children settle and progress well. Planning for the younger children is supported by the 'Birth to three matters' framework. Staff have adapted the activities to ensure the emotional, intellectual, physical and social development of the younger children is embraced within the setting. Key workers have a good knowledge of the needs of the children under three years.

The partnership with parents who receive nursery education funding is good. They receive information about the educational programme via regular written information and are kept well informed of their child's progress. Curriculum planning is comprehensive and available for parents to view. Daily verbal feedback ensures parents are informed about what their child has been doing whilst attending the setting. Parents are encouraged to continue their child's learning at home and to share their knowledge about their children with staff.

## **Organisation**

The organisation is good.

Children are cared for by staff who are qualified, have relevant experience and good childcare knowledge. They demonstrate a good understanding of the needs of all children to promote their well-being. All staff have been appropriately vetted and are encouraged to undertake further training which in turn benefits the quality of care and experiences for the children. Staff are very respectful, gentle and approachable and children are confident to ask questions and request support, which is freely given. Children benefit from a familiar and consistent routine which helps them to feel secure in the setting. Staff have a good understanding of the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage and how to implement these in practice. Space and resources are generally organised to maximise children's play and learning and staff work well together to ensure the smooth running of the setting. Staff are effectively deployed throughout the session, working with children in small groups or on a one to one basis. The session offers opportunities for children to engage in free play, story time, singing, circle time and physical play to provide variety and stimulation.

Policies and procedures are suitable and support the care, safety and welfare of the children. An accurate record is maintained of children's attendance.

Leadership and management of children in receipt of funding for early education is satisfactory. The staff team currently share the role of manager, with very good support from committee members and the development worker from the local authority. Although this situation is not ideal, staff have a good understanding of children's learning and developmental needs and together they ensure the curriculum structure impacts positively on the children. There are plans to appoint a designated manager in the near future. A system of observation and assessment is in place, and staff are using these to inform planning for the next steps in children's learning. The educational provision is monitored and evaluated to ensure the curriculum is being delivered effectively which promotes the progress of the children. Staff have a clear understanding of their roles and responsibilities and systems are in place which provide them with direction and support. Overall the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last integrated nursery education inspection the setting was judged to be inadequate. Consequently five actions, all relating to the nursery education delivery, were set as follows:-to ensure that assessment records are up to date and accurately reflect children's achievements; to ensure there is sufficient challenge for children and that planning makes provision for children's next steps; to ensure that all staff are fully familiar with planned activities and that the learning intention is clear and effectively delivered; to devise systems to identify any gaps in the areas of learning and aspects of the Foundation Stage curriculum and to develop ways to include parents in gathering information about what children can do.

All of the actions have been addressed. Assessment records have been updated. A child's profile is set up at entry with information gathered from parents and a foundation stage assessment is carried out appropriately which follows the six areas of learning. An 'achievement through the stepping stones' chart is ongoing to record children's progress. Records are formally up-dated three times a year and are taken from continuous observations. Information about progress is shared with the child's parents, and an early learning goals summary is completed the term before the child goes to school. This is given to parents and they can share this with the school.

Curriculum planning has been updated. The setting uses observation and assessment to plan learning objectives for individual children. Differentiation is used to ensure activities are appropriate for the ages and development of all children. All staff are involved in the planning process where individual children's progress is discussed. The learning intention is clearly indicated against each activity.

A letter is sent to parents at the beginning of each term explaining what they are aiming to achieve at the sessions. The letter invites parents to help with their child's learning at home and there is feedback space on the letter so that parents can tell staff their views and what they have been doing with their child at home.

At the last integrated nursery education inspection four recommendations were also raised relating to National Standards 3 and 14 as follows:- to review the range of toys and resources available during each session and how children are encouraged to use these; to ensure that documentation is effectively organised so it supports practice within the setting; to ensure that activities are appropriate for children under three years and that assessment systems are gathered to identify their achievements and plan for their next steps and to ensure that policies and procedures reflect practice within the setting and that staff are fully familiar with them.

All of the recommendations have been addressed satisfactorily. The range of toys and resources available at each session create a good balance of activities and represent the six areas of learning. A floor plan for activities is used by the staff team, this is used as a guide and children are able to move resources around the room as they want them. Child initiated activities have also been introduced where children's ideas and wishes about play are heard. Differentiation is used to create appropriate play opportunities for all children. Staff are careful to consider space between activities and the deployment of staff to ensure a stimulating, but not overcrowded environment.

All mandatory documentation is on site. Storage of documents is an issue because of the nature of the setting. Staff know where documents are and have thrown away items that are no longer used.

The 'Birth to three matters' framework is used to plan activities for the children under three years. Planning is supported by on-going observation and assessment.

Policies and procedures are of a good standard, they are regularly reviewed. Staff are comfortable and familiar with their content and use them to underpin good practice.

### **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):

- provide opportunities for all children to learn about the multi-cultural society in which we live.

#### **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):

- ensure planning reflects resources and activities which provide children with the opportunities to explore other cultures and social diversity

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