

# Hart Common Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY376587
<b>Inspection date</b>	12/11/2008
<b>Inspector</b>	Sue Partington
<b>Setting address</b>	Westhoughton Rangers Football Club, Wigan Road, Westhoughton, Bolton, BL5 2BX
<b>Telephone number</b>	07803 600 974
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Hart Common Pre-School is privately owned and was registered under new ownership in 2008. The facility operates from a purpose built building in the Westhoughton area of Bolton, Lancashire. The pre-school has the use of three rooms and associated facilities. The setting operates on the ground level and there is easy access to the building. All children share access to a secure, enclosed outside play area. The pre-school operates from 09.00 to 15.00, Monday to Friday all year round. The setting is registered on the Early Years Childcare Register. There are currently 24 children on roll, all of whom are within the early years age range. The pre-school provides support for children with learning disabilities. There are five members of staff, including the manager that work with the children, four of these hold appropriate childcare qualifications. The setting receives support from the local authority early years department.

## **Overall effectiveness of the early years provision**

Children's needs are very well met, due to the sound knowledge base of the provider, resulting in the good work practice of staff. Activities and experiences for children keeps them motivated and they make good progress in their learning. Secure partnerships with parents and outside agencies, contributes to the sharing of information, which is used very well to promote all children's care and education. The provision has the capacity for continuous improvement, because the provider has an accurate understanding of the key strengths within her provision and areas for improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- increase resources to reflect natural materials.

## **The leadership and management of the early years provision**

Leadership and management in this setting embraces change. Self-evaluation illustrates strong evidence of the setting's capacity for continuous improvement. It takes into account staff, parents and children's needs, resulting in thoughtful and relevant improvements. All staff have been subject to a good vetting and induction process, to ensure they are suitable to look after children. Staff's training needs are identified and well supported, to update their knowledge and understanding of current childcare changes.

Children's welfare is very well supported by the key worker system and the effective deployment of staff. All staff work well as a team and regular meetings take place. Management provide a good induction procedure, as a result staff are aware of their roles and responsibilities, including the procedures to follow if

children become ill whilst attending the setting. Staff also have a clear knowledge with regards to safeguarding children and the reporting of concerns. Consequently, children remain safe at the setting. Written risk assessments are in place for the premises and outings with written details about potential hazards and the actions to be taken.

Children settle with confidence in an organised, child-centred environment, where their health and safety is very well promoted. Each child is given the utmost respect and their presence is valued. Children's independence is thoroughly promoted because play resources are easily accessible. These are presented on child sized tables, in trays or on the floor. There is clear space in the rooms, thus children are able to access the larger play equipment in safety. Access to an enclosed outdoor play area and field are available, which ensures children have good opportunities for daily outside play.

There is an excellent system in place, to ensure that all required policies and procedures are in place. Staff sign these to acknowledge their understanding of the content. Partnerships with parents are very good. For instance, documentation and up to date and relevant information is shared with parents in the form of a daily message board, newsletters, notice boards, meetings and daily conversation between a child's key worker and the parent. A comments book is freely used by parents and contains many positive and glowing comments about staff, with thank you comments about how their child has progressed.

The provision has an open door policy and all families are given respect and made to feel very welcome. Written information about children's care and learning is regularly given to parents, with suggestions as to how they can help their child at home. A fully inclusive and very welcoming service is provided for all children. The provision works in an extremely positive and professional manner with parents and outside agencies. This significantly enhances children's care and learning, as it enables children to receive the support they need.

## **The quality and standards of the early years provision**

The provision provides very well for children in the Early Years Foundation Stage. The manager and deputy use their skills and knowledge base and in consultation with staff, develop planning that reflects the learning and development requirements. Children have the use of a large play room and two smaller rooms, one of which is used as a quiet room, to enable children to develop concentration skills, for instance, at story time. Children access safe, suitable, age appropriate and challenging resources. However, natural materials are limited. There is a planned but flexible daily routine that incorporates outings. This allows children to use their existing skills, in both indoor and outside play.

Children's abilities and interests are made known to staff before a child starts, in conversation with parents and the booklets they complete about their child. This ensures staff's awareness of a starting point in a child's learning journey. Each child has their own development folder. Staff make observations of children at play and record these with photographs and evidence of children's work, to

demonstrate a child's experiences. For instance, children pick berries, soak them and make pies to take home.

The clean learning environment is child-orientated and fully supports children's learning. Children are completely relaxed and fully engaged in self chosen activities. This is because staff are skilful in standing back, to allow children's natural curiosity to be stimulated with the resources on offer. Staff know the children very well and respond to their body language and non-verbal signs of communication. They give children the peace and freedom to explore the main care room. As a result, children look at, handle and use the various resources, at their own pace. Staff then gently and kindly join in, they sit at the children's level and engage them in conversation, that develops children's understanding.

Children are contented and engrossed, because staff present interesting items, for instance, books that are easy to handle, coloured play dough, construction materials and role play clothing. Children are encouraged to think for themselves and they are confident and independent, as they make their own decisions about their play. Children's ability with technology is rapidly developing and many are able to direct the computer mouse with great confidence and skill and look through the magnifying glass at the insects, which makes them look bigger.

Play for a purpose develops children's early reading skills, for example, children use simple and more complex jigsaws, developing their ability to recognise shapes, which helps when learning letter and word shapes. Activities that develop children's knowledge and understanding about the world takes place. They learn about nature, as they touch and watch the snail coming out of its shell. They collect leaves and twigs, for the Autumn display and talk about how caterpillars eat leaves, because they are hungry.

Personal and social development is taking place, children know to put their name sign on the board at registration and many manage to remove and hang up their own coats. Children use dressing up clothes and their imaginations to create pretend scenarios, such as Spiderman shooting a web, to climb over the bridge and police driving to an accident. Children's manipulative skills are developing very well and they have free access to all creativity materials, to use them as and when they wish, for instance the paint easel, sand, water, construction materials and play dough.

A healthy lifestyle is encouraged. Children develop control of their bodies, as they have the opportunity for fresh air and daily exercise in the outdoor play area. They play football with their friends and staff, enjoy balancing on scooters and they have a good awareness of space, as they ride around each other in cars and on bikes. Children's health is further promoted, because their dietary needs are given full consideration. Children wash their hands at relevant times of the day and they are furnished with suitable toiletries, that promote their independence. Snack time is presented as a relaxed, social occasion, where children choose from a variety of healthy fruit options served on a platter. They are fast developing social skills, saying please and thank you spontaneously.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints since registration.

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.