

Hind Leys Pre-School

Inspection report for early years provision

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Inspector Patricia Underwood

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Type of setting 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Hind Leys Pre-school opened in 1976 and is run by a committee, although the manager has responsibility for the day to day running. It operates in a mobile with its own facilities within the local community college. It has a secure outdoor area accessed from the classroom. The immediate college grounds are available for further supervised outdoor learning and the school hall is used for physical development activities. The pre-school serves the local community of Shepshed and surrounding villages.

There are 72 children aged between two and a half and five years of age. This includes 46 funded children. The setting is on the Early Years Register and both parts of the Childcare Register. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

The setting opens five days a week, from 08.45 to 16.30, during school term time. Sessions are from 08.45 to 11.45 and from 13.30 to 16.30, with a lunchtime club operating daily. The setting now offers two full day sessions for children aged between three and four years, on Tuesday and Wednesday afternoons. There is also a week long summer course when children up to the age of eight can experience the 'Forest School'.

There are six members of staff who work with the children and all are qualified with appropriate NVQ Level 2 or 3, or foundation degree. One has the responsibility for special needs. Another member of staff with the 'Forest School' Level 4 qualification works with the children in the woodland area one day a week.

There is disabled access into the mobile and a ramp is available for wheelchair users to get over the steps from the classroom to the outside areas. The pre-school liaises with other early years settings at the neighbouring school and with other primary schools in the area.

Overall effectiveness of the early years provision

Hind Leys Pre-school provided its children with outstanding experiences. Staff create a very welcoming, inclusive and safe environment that is exciting and very stimulating. The curriculum provided is inspirational and ensures children make very good progress. Partnerships with parents is a strength of the setting and they speak very highly of the facilities and care provided for their children. The leadership and organisation within the setting is very good and offers the staff many opportunities to further develop their skills and extend their knowledge of early years. All recommendations from the previous report have been implemented and the capacity to improve is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- implement a robust system of self-evaluation to ensure areas for development are highlighted more easily.

The leadership and management of the early years provision

Arrangements for safeguarding the children are very effective being regularly reviewed, updated and understood by all the staff. Effective procedures are in place for identifying any child who may be at risk. These procedures ensure children are very well protected and staff are very well focused on promoting the children's welfare and safety. For example; each time children visit the woodland area, the rules of safety are discussed. The interesting range of resources engage and motivate the children in their learning, with regular assessment ensuring all children make very good progress from whatever their starting point.

Very well established partnerships with parents are in place. Parents receive daily verbal feedback about their child and a very informative 'Learning Journal' gives greater detail about what the child has achieved and what the next steps will be. Children take great pride in sharing these journals with their parents. Enthusiastic comments from parents illustrate how positive they are about the setting, typically saying, 'It's an incredible facility', 'My child really enjoys it', 'The outside is great', and 'I would recommend it to others'. These comments reflect their confidence in the setting.

There is very good liaison with outside agencies to ensure appropriate provision to support children with learning difficulties and/or disabilities and those for whom English is an additional language. Links with the Reception Year, in the primary school that shares the same site as the setting, are very good and ensure a smooth transition for the children. Links with Reception Year in other primary schools are good, although still developing because these schools are situated in the surrounding villages. The setting knows itself well but there are limited systems in place to record the strengths and areas for development. Despite this, staff have a common sense of purpose to promote the well-being of all children.

The quality and standards of the early years provision

The stimulating and attractive environment creates an exciting place where children are happily settled and keen to explore their surroundings. All staff have a very good understanding of the Early Years Foundation Stage learning and development requirements which means they are confident to help children learn both inside and outside. Planning is very flexible and offers younger children more opportunities for child-led activities. This has the positive effect of helping them to settle quickly. Parents comment favourably on the 'gentle introduction' when children first attend. Children are encouraged to make suggestions for themes so that activities can be planned that reflect their interest. As a result of this, children are very enthusiastic about their learning. Assessment procedures are very good and are carried out all the time by all the staff. This information is used to inform target setting and the

next steps for each child. These targets are displayed in the classroom for everyone to see. Planning relates very closely to the new birth to five curriculum. Objectives are clearly stated for each activity, assessment opportunities are highlighted and the effectiveness of the planning regularly evaluated. Because all children are appropriately challenged and really enjoy the learning experiences, they all succeed, including those with learning difficulties and/or disabilities.

There is a very strong emphasis on outdoor learning and for one day a week the children visit a local woodland area as part of the 'Forest Schools' learning project. Judging by the photographic evidence of these visits, showing the joy and fascination on the children's face, a wonderful time is had by all. The classroom is alive with resources brought from the woodland, so that the learning is transferred to this. For example: the children wanted a tree house in the room, accomplished by decorating a climbing frame. This is constantly in use as a role play area. In the outdoor area the children have helped to construct a wooden sculpture incorporating a bicycle wheel, which was brought back from the woods. The links with nature permeate much of the curriculum and other learning opportunities. Because the children's experiences are closely related to this, their knowledge and understanding of the world is greatly enhanced.

Adults regularly talk to the children to develop and extend their language skills. A book of children's stories dictated and scribed by adults shows how well their imagination and vocabulary are developing. For example one child described 'a spooky wood' and another 'the twinkly sky'. When in groups with their key-workers, the emphasis is on developing children's numeracy and literacy skills. During whole group sessions children enjoy celebrating birthdays, singing, learning about other faiths and listening to stories, especially when they can join in the repeated words. Children enjoy programmes on the computer and already show good control of the mouse.

All children are encouraged to become good learners and appropriate behaviour is praised well. Children's personal and social skills are developing very well as they begin to take turns to listen and respect each other and to share resources. The outdoor area is very well used and in all weathers. It offers activities in all areas of learning. Staff are very patient and caring and have very good relationships with the children.

Promotion of children's safety and welfare are a priority and all staff ensure the highest quality care. Healthy snacks are provided with water available at all times. Children learn to be safe and healthy because personal hygiene is regularly instilled. The weekly use of the school hall makes a very positive contribution to enhancing the children's physical development.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 made to Ofsted since the last inspection.

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.