

Heathcot Pre-School Ltd

Inspection report for early years provision

Unique reference number 301004
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Inspector Susan Magaret Lyon

Setting address 78 Windsor Road, Coppice, Oldham, Lancashire, OL8 1RP

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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

Heathcot Pre-School Ltd was registered in 1999. It operates from three rooms on the ground floor of a local authority building in the Werneth area of Oldham. A maximum of 32 children attend at any one time. The group is open from 09.00 to 15.00 each weekday during term time. There are currently 63 children aged from two to three years on roll attending part time.

This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with special educational needs and all of the children attending speak English as an additional language. The group employs six staff who hold relevant qualifications and are experienced in childcare.

Overall effectiveness of the early years provision

Children generally enjoy their time at the setting through staff promoting their safety and welfare effectively. Most children engage well in an adequate range of appropriate activities to help them learn. Children's individual needs are respected and staff support children with learning difficulties and disabilities well. The manager is aware of the strengths and areas for improvement within the setting and, working with staff, uses action plans to bring about improvements to the service provided for children and parents.

What steps need to be taken to improve provision further?

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

- ensure risk assessments include all necessary information and detail
- provide opportunity for children to hear and use counting words and number names in daily routines
- ensure information from observations is used to plan the next steps in children's learning.

The leadership and management of the early years provision

The manager ensures a basic system is in place to identify strengths and areas for improvement through devising action plans to bring about improvements. For example, the use of signs and pictures has been introduced to aid communication for children with English as an additional language. This enables them to identify their needs and make their own choices and decisions. The evaluation of activities and the completion of recommendations from the last inspection further ensure continuous improvement.

The provision is managed and monitored through regular team meetings and appraisals. Ongoing training is supported and documentation is reviewed annually

to ensure information is up-to-date. Parents are welcomed into the setting and are at ease talking to staff. High priority is given to gradually settling in new children through a series of visits. This is appreciated and valued by parents. Parents are involved in their child's learning through daily chats and the sharing of resources to use at home with their child. Strong emphasis is placed on involving parents and other agencies to benefit children with learning difficulties and disabilities. For example, staff from local schools attend meetings to ensure progression and continuity of care and learning. This contributes significantly to children's care and well-being.

Children are safeguarded well through clear vetting procedures and a comprehensive range of detailed policies to maintain the safe and efficient management of the provision. Effective organisation of play areas and numerous precautions in place allow children to move around freely and safely. However, records of identified hazards in the risk assessments are not always clear. Children are protected through staff having a good understanding of child protection procedures. Children's individual needs are recognised and respected through information obtained from parents, such as favourite toys and interests. Furthermore, the uniqueness of each child is recognised as staff communicate with children in their own language.

The quality and standards of the early years provision

Staff have a satisfactory understanding of the Early Years Foundation Stage and provide a suitable environment covering the six areas of learning. For example, children enjoy mark making in the sand and singing rhymes and songs together. Some information is gathered from parents about what children can do on entry to the setting to help staff assess their stage of development. Detailed observations are carried out regarding what children can do, however, the information from observations is not always used to inform planning for the next steps in children's learning. Staff help children to learn through constantly talking to them and asking them questions to make them think, such as 'shall we make a scary snake?'

Children explore, play and seek meaning in their experiences as they write letters and post them in the letter box during role play in the post office. Children who have English as an additional language use single-word and two-word utterances to convey simple messages in both English and their home language. Numerous posters help children recognise numbers, however staff do not use number names and counting during daily tasks. This hinders children's ability to count everyday objects reliably and use number names in familiar contexts. Children happily join in favourite songs at carpet time and enjoy making marks through experimenting with colours and blocks. Children eagerly go out to play as they move spontaneously in a range of ways, such as running, jumping and sliding. Children seek to do things for themselves, such as flushing the toilet and washing their hands. They frequently chat, laugh and giggle together as they learn by interacting with others.

Staff treat children with kindness and consideration. As a result, children are happy and settled. Their welfare is promoted by staff helping children to keep themselves

safe through relevant discussions, such as 'wash hands before snack to get rid of the germs'. Children benefit from fresh air and exercise each day and keep healthy through satisfactory hygiene routines. Most children have fun and enjoy their time at the setting. They enjoy role play as they dress up as police officers and write letters in the post office. Children feel a sense of belonging as they have their own coat pegs showing their names and photographs. Appropriate discussions take place regarding being kind and helping each other. As a result, children are aware of the needs of others. Overall, children are making satisfactory progress towards the early learning goals which is the building block to their future economic well-being.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

Since the last inspection there have been no complaints made to Ofsted.

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.