

Hayling Community Pre-School

Inspection report for early years provision

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| Unique reference number | 110184 |
| Inspection date | 17/11/2008 |
| Inspector | Michael Pye |
| Setting address | Mengham Infant School, St Mary's Road, Hayling Island, Hampshire, PO11 9DD |
| Telephone number | 023 9246 6222 |
| Email | |
| 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).

Description of the setting

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 47 children on roll. Of these 31 receive funding for nursery education. The pre-school can support a number of children with a range of learning difficulties and disabilities. The committee employ a qualified leader to be responsible for the day to day running of the group and an administration officer. In addition 11 staff work directly with the children, nine of whom are qualified. The group receive support visits from the Pre-School Learning Alliance and achieved Aiming for Quality Accreditation status in July 2007. This provider is on the Early Years Register.

Overall effectiveness of the early years provision

The provision runs smoothly and the welfare needs of the children are very well met as a consequence of good management. Staff are experienced and successfully ensure that the children are settled, safe and happy. Staff use their very good knowledge of the children to plan a wide range of interesting and engaging activities. Such activities help ensure that the learning needs of the children are well met.

What steps need to be taken to improve provision further?

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

- improve planning to enable the pre-schools to demonstrate when and where the EYFS curriculum is delivered and that this is made clear to parents

The leadership and management of the early years provision

Leadership and management are very good. Teamwork has been well developed, routines shared and are consistently applied. Senior leaders share responsibilities such as the management of special needs, child protection and other emergency arrangements. The use of regular self-evaluation helps ensure that leaders know the strengths of the provision. However, they are aware of the need for more focused evaluation so as to more accurately judge the impact of its work. The welfare of the children is paramount and the provision successfully ensures that risks are minimised and that regular assessments are carried out and reviewed regularly. The improvement since the last inspection is good. All staff have a comprehensive employment pack and the provision benefits from a process of staff 'exit' interviews that add to the self evaluation procedures. Appropriate attention to

the professional development of staff takes place which is well focused upon benefiting the children's welfare and learning. For example, all staff have recently attended Early Years Foundation Stage (EYFS) training. There is a good capacity to sustain improvement of the provision.

The quality and standards of the early years provision

The children settle quickly because the provision is well organised. They show an obvious enjoyment of the varied activities and the results of their efforts are clearly displayed around the classroom. The children are rightly proud of their work, and photographs and examples, such as the autumn collages, brighten the room. Their personal development is good. The children have an excellent understanding of how to keep safe and remain healthy. They readily eat raisins and drink milk during snack time. They are eager to help, for example, when asked to blow the horn for the next group of children to come to the snack table. They have easy access to the external area, take turns and willingly share activities and resources. Regular staff meetings are held to review the planning of activities. Use is made of on-going assessments by staff to record the children's work in their progress books and to plan appropriately challenging work. Consequently, the children make good progress. This prepares them well for the next stage in their lives. However, the provision recognises that there is scope to improve planning and its documentation to show when and where the EYFS curriculum is being delivered. Since the last inspection more has been done to develop the partnership with parents, which is now, very good. Careful attention is paid to recording the needs of new children to the setting. Informal daily conversations with parents are strengthened through newsletters and curriculum information going home. Special events for fathers and grandparents help to reinforce these family ties with the provision. The children have a very good understanding of the community beyond the provision, for example, through their visits to the local shops and from visitors such as lifeboat workers, dentists and a lollipop lady.

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

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

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 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

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 1 |
| How well are children helped to stay safe? | 1 |
| How well are children helped to be healthy? | 1 |
| 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

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.