

Heytesbury Hedgehogs Pre School

Inspection report for early years provision

Unique reference number	145876
Inspection date	19/11/2008
Inspector	Christine Pollitt
Setting address	Heytesbury C of E Primary School, Heytesbury, Warminster, Wiltshire, BA12 0EA
Telephone number	07870 472091
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

Heytesbury Hedgehogs is a well established group in Heytesbury about five miles from Warminster. It is managed by a committee of parents. The pre-school leader is responsible for the overall organisation and daily management of the group, which serves the surrounding community. It is located in a purpose built classroom in Heytesbury Primary School in Wiltshire.

Heytesbury Hedgehogs operates on Mondays, Tuesdays, Wednesdays and Thursdays in term time only. It is on the Early Years register to provide full day-care for 16 children per session, aged between two and five years, of whom no more than four may be under three years. There are currently 16 children on roll, of whom nine are funded. Sessions are 9.00 to 12.00 and 12.00 to 15.00.

There are three members of staff working directly with the children and all hold an appropriate early years qualification and a current first aid certificate.

The group has strong links with the local school and receives support from the Early Years partnership. They are also members of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

This is an outstanding playgroup. The leadership is inspirational and all staff are keen to undertake further training to ensure the playgroup continuously improves. Children thrive here, take pleasure in each other's company, and make very good progress in all areas of learning and development, and especially in social skills. The staff take excellent care of the children, in a very secure inclusive environment. Parents are very well informed about their children's development and the themes and activities planned, and are very supportive of the provision. There are strong links with the school, the local authority, and a local partnership group, Learning Alliance. This ensures that all children, including those with learning difficulties and/or disabilities get every possible level of support. The leadership and the continuously improving provision reflect the playgroup's excellent capacity to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- agreeing assessments with settings and schools and ensure effective transition for each child

The leadership and management of the early years provision

The outstanding leadership of the playgroup has a clear focus on improvement to ensure the raising of children's achievement and enjoyment. The manager is proactive in keeping up-to-date with current EYFS developments. She is beginning to use a new system of assessing the children based on the EYFS framework. This will secure a better understanding of the level at which individual children are working, both at the playgroup and when they move on to school.

All of the necessary policies and records are in place and up-to-date. The staff are very well trained and qualified and keen to continue to improve. They are fully responsive to the interests and needs of the children and provide learning opportunities and support to ensure the children make the progress they should. The excellent quality and variety of activities both inside and outside provide an exciting, stimulating environment for the children. The effectiveness of the playgroup is continuously evaluated by staff who ensure that all children are treated equally and have equal access to resources. The recommendations from the inspection earlier this year have been addressed and the playgroup has implemented a number of exciting improvements.

Parents are very supportive of the setting, and say the progress their children make is excellent. They work closely with the staff and other agencies to best support their child. As one parent said of her youngest child, 'My child feels very safe and secure. She is much more confident and independent, keen to do everything for herself.' The location of the playgroup within the primary school site is extremely effective, ensuring a smooth transition for children to the reception class.

The safety of the children is paramount, and regular checks are made on the safety of the building and the equipment. Children are taught and reminded of safe behaviour. Expectations of the children are very high in all areas of development. Because children are encouraged to be independent, they all self-register, hang up their own coats, dress themselves, and wash their hands using the easy push taps without a reminder.

The quality and standards of the early years provision

The provision made for developing children's learning is excellent. This is obvious from the start of the day when the children enter the setting confidently. They are greeted individually and go straight to an independent activity of their own choice. Excellent quality resources are available to enable learning in all the six areas of learning. Children play an active part in planning the themes for their learning through mind-mapping. This is a planning session with the adults where the children are encouraged to share their ideas of the activities they would like. They clearly enjoy the activities provided. They are supported by the well qualified staff who understand the children's individual needs and strive constantly to see that those needs are met.

There are adult led activities when appropriate, for example, 'letters and sounds' and children are encouraged to participate and work together. A slide show runs continuously and children love to watch the show, identify themselves and their friends and remember the activities they enjoyed together. The recent Guy Fawkes activity is included here and the children's work on this theme is also displayed on a huge collage on the wall. The event was great fun. All the children joined in enthusiastically to make a life-sized guy which they dragged to the village bonfire. The event was very successful and enabled the children to make an excellent contribution to the life of the village. The large outdoor environment provides extremely well for physical activity with wheeled toys and bicycles, and for exploration and investigation with play houses and climbing equipment. Children also have twice-daily access to the substantial grounds of the school and every week they enjoy the skills of a football coach.

The progress of each individual child is carefully monitored and assessed, and this information is used to plan the next learning opportunities. These assessments are now being made using the EYFS framework, following recent staff training. The responsibility for planning is shared by the staff, who know the children's strengths and weaknesses well. The outstanding quality of teaching, curriculum and care they receive ensures that all children make at least good progress.

Relationships are very strong and children are made to feel valued and secure in a lively, stimulating learning environment.

Children learn about healthy lifestyle, and always choose their own healthy snacks and cooked lunches. They enjoy the excellent opportunities for physical activity provided in the well resourced and spacious outdoor play area. Parents say they quickly become independent and confident, and are keen to come each day to play with each other.

Staff procedures ensure that the setting is a very safe environment for children. Children enjoy the setting because of its extremely welcoming and caring ethos, the friends they have made and the huge choice of exciting activities.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.