

Hardwick Pre-School

Inspection report for early years provision

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| Unique reference number | 220268 |
| Inspection date | 24/11/2008 |
| Inspector | David Shepherd |

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| Setting address | Hardwick Infant School, Olympic Way, Wellingborough, Northamptonshire, NN8 3QA |
| Telephone number | 01933 401193 |
| 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

Hardwick Pre-School was established in 1988 and is situated within the grounds of Hardwick Infant School in Wellingborough with whom it has established links. The pre-school is a community group, which is managed by a committee of parent-users. The group operates from a self-contained area of the school and uses a playroom, kitchen and toilet. They have an outdoor area which is shared with the reception class at the school for children's physical play and activities. Part of this area is covered and includes a separate covered structure with seating for creative play. In addition, the pre-school can use the school playground and field. Disabled access is through the main school entrance.

The pre-school is on the Early Years Register and is registered for 18 children between the ages of two and five years. There are currently 44 children on roll of whom 25 are funded for nursery education. Children attend for a variety of sessions. There are four children currently attending with learning difficulties and/or disabilities but no children for whom English is an additional language. The pre-school is open Monday to Friday from 09:00 to 11.30 and 12.45 to 15.15, during school term time. Children attend from the local surrounding areas.

There are four staff employed at the setting, of whom three have a childcare qualification. All staff have an enhanced Criminal Records Bureau (CRB) certificate and a paediatric first aid certificate. The pre-school receives support from the Northamptonshire Local Authority and is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Hardwick Pre-school meets the welfare and learning development needs of all children in the Early Years Foundation Stage (EYFS). The lead practitioner and her staff know the children well and spend time talking with them, challenging them and keeping them safe at all times. The impact of this ensures children are fully included, engaged in and enjoy their activities. Regular and thorough assessments of children's progress are carried out in all areas of learning. The close partnership with parents, other agencies and the school help to ensure that children gain the best start possible in their schooling. The lead practitioner and her staff review their work meticulously and continually strive, and have the capacity, to improve the provision even further.

What steps need to be taken to improve provision further?

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

- develop self-evaluation processes so that staff are clear about the improvements needed to ensure children's needs are fully met
- link assessments to the requirements of the EYFS framework to ensure that

provision covers all aspects of children's learning and development.

The leadership and management of the early years provision

The lead practitioner and her staff work tirelessly to provide outstanding provision in the pre-school. A wide range of key policies is in place that ensure safe procedures for the efficient management of the pre-school and assure the children's well-being. Risk assessments are carried out for going to the toilet, outdoor activities and the annual farm visit. These safeguard against any potential dangers children may face.

Staff are appropriately qualified and deployed effectively. They each act as key workers to small groups of children whom they know extremely well. This ensures that the specific needs of children are met.

Staff work very effectively with parents. Newsletters are sent to parents each month as are notes at the end of sessions if there is something of note to say, such as if a child has done some good work. Verbal communications between staff and parents are warm, friendly and constructive. Parents have written guidance about making a complaint. The pre-school has a policy for parental involvement.

Staff review their practice regularly and continually seek to make improvements. Administrative tasks are carried out efficiently. Detailed records are kept of the progress children make and of their welfare needs. These have not yet been cross-referenced to the recent national guidance to ensure that there are no gaps in ensuring every aspect of children's learning and development is provided for. The use made of the accommodation is thoughtful and appropriate for the activities being carried out. The pre-school has made a good start in reviewing the effectiveness of its provision using the provided self-evaluation form, although it is currently descriptive rather than evaluating what works well and what could be improved to ensure children's needs are always fully met. The recommendations from the previous inspection have been implemented well.

The quality and standards of the early years provision

Children in the pre-school develop good social habits and behave well. This helps to make them good learners and prepares them well for their future lives. They walk around their room in a sensible and orderly manner and have due regard for other children, adults, furniture, equipment and materials. This helps to keep them safe, free from the risk of careless accidents and helps them make a positive contribution to the smooth running of the pre-school. They listen carefully to adults and respond well to what is expected of them. Relationships are very good and this helps to make the pre-school a happy and welcoming place in which children are beginning their education. Good emphasis is placed on children washing their hands after going to the toilet and before having a snack. Children learn to eat healthily when they choose from healthy snacks which include fruit, muffins, marmite, milk and water. Children learn to spread their own butter on the muffins and many children do so without the assistance of an adult. They have free access

to drinking water at any time during the session. Children feel safe because the furniture, equipment, toys and materials are suitable, safe to use and in good condition.

Children take part eagerly and clearly enjoy their activities. During the inspection, this included sounding initial letter sounds, early writing skills, computer activities, making music on an organ, painting, playing with farm animals, cutting, singing songs, climbing through a tunnel, listening to stories and running. The displays in the main room indicate that children learn to count, recognise letters and words, learn nursery rhymes such as Humpty Dumpty and carry out a range of creative activities, some of which lead to mobiles being suspended around the room. Good opportunities are provided for children to chat with each other and with adults. This promotes successfully their skills in speaking and listening. All areas of the EYFS are covered as is evidenced by the planning staff produce.

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

Leadership and management

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| 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? | 1 |
| How well does the setting work in partnership with parents and others? | 1 |
| How well are children safeguarded? | 1 |

Quality and standards

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| 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? | 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.