

Haslington Pre School

Inspection report for early years provision

Unique reference number	EY380535
Inspection date	26/01/2009
Inspector	Rachel Ruth Britten
Setting address	Haslington Primary School, Crewe Road, Haslington, Crewe, CW1 5SL
Telephone number	07941 052176
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

Haslington pre-school was re-registered in 2008. The setting is committee run and operates from a mobile classroom situated in the grounds of Haslington Primary School near Crewe. Children are cared for within one activity room. There is a secure area available for outdoor play. A maximum of 22 children aged two to four years may attend the setting at any one time. The setting is open five days a week from 09.00 to 15.00 during term time. Children attend from the local community and surrounding areas.

There are currently 38 children on roll aged from two to four years. All these are within the Early Years Foundation Stage (EYFS). The setting is able to support children with learning difficulties and disabilities and children who speak English as an additional language.

The setting employs five members of staff including the manager. Of these, four staff are qualified to level three in early years and one member of staff is qualified to level two. The setting receives support from the local authority early years advisory team and is a member of the Preschool Learning Alliance.

Overall effectiveness of the early years provision

The pre-school satisfactorily promotes each child's welfare and learning using good resources and committed, skilled staff who support child-initiated play generally well. Key workers recognise the uniqueness of each child in their group and each one makes sound progress in an atmosphere where they feel confident to choose what interests them and play alongside their friends. There are open, supportive relationships with parents and the school which children will move into. Opportunities to learn about healthy lifestyles are good, as are children's enjoyment and achievement. Team working and the move to more suitable premises with sole use have secured improvements for children. However, the management is slow to identify and implement necessary improvements in policies, procedures and the provision for individual children's learning and particular needs.

What steps need to be taken to improve provision further?

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

- provide regular opportunities for children to discuss and review their play and activities in order to consolidate their learning and build their verbal skills
- keep accessible details of staff employed on the premises; record previous injuries and significant behaviour incidents; and ensure that the daily attendance register includes the times that children are present and the names of their key workers
- undertake self evaluation in order to identify and implement areas for improvement.

To fully meet the specific requirements of the EYFS, the registered person must:

- use risk assessments indoors, outdoors and for trips, which identify the areas that need to be checked regularly. Note when the risk assessments are used, by whom, and any action taken following review or incident (documentation) 26/02/2009
- implement an effective policy for ensuring equal opportunities and supporting children with learning difficulties and disabilities (safeguarding and promoting children's welfare) 26/02/2009
- establish children's individual starting points promptly and clearly and then continuously use observations to evaluate and assess children's progress towards the early learning goals so that their next steps are identified and provided for (assessment arrangements). 26/01/2009

The leadership and management of the early years provision

The elected parent committee employ a supervisor and staff to run the setting and the provision is adequately organised. The recent move to a mobile building on the school site is capitalised upon by good organisation of the space, equipment and resources so that they are stimulating and accessible to children. Staff confidently operate a simple daily routine where small group work and child-initiated play work generally well and responsibilities are shared among adults. Staff are well qualified and work hard to make observations and adapt their inputs to help their key children to make progress. They talk to children about staying healthy and safe and using necessary social skills. However, staff are less confident in specialist subjects, such as safeguarding, inclusion and behaviour management.

Annual appraisals are conducted and there is periodic use of a quality assurance document based upon the 'every child matters' agenda. However, there is no operational plan and little time is given to identifying strengths and weaknesses or planning and implementing necessary change. For example, risk assessments are not in regular use to assure safety in the setting and on outings. Previous injuries, daily attendance records and behaviour incidents are not consistently recorded to ensure that children are well safeguarded. Nevertheless, staff adopt safe practices and keep the setting safe and clean. There are also insufficiently detailed policies on inclusion and meeting the needs of children with learning difficulties, disabilities or English as an additional language. There are no children currently in the setting with these needs, but staff lack confidence to identify, document and provide for areas where children may be developing more slowly or where welfare or behaviour needs are emerging.

Adults work hard to make effective links with parents and others involved in children's care and education, including the school reception teacher. Parents can

readily access their child's evidence record, are encouraged to use their child's home book, and may interact daily with their child's key worker to discuss what their child has been doing. They are informed through newsletters and notices and may help in sessions and come for individual review sessions. Take-up of participation in sessions and review meetings with key workers is poor. Up to date policies and information about the EYFS curriculum are not available to parents because the new prospectus is not ready. Furthermore, initial and ongoing assessment documents to record children's progress are not yet available. These organisational weaknesses hold back effective partnership working and have the potential to hold back children's progress.

The quality and standards of the early years provision

Children are adequately safeguarded and their health and enjoyment are well promoted. This is because staff are skilled and competent in developing children's independence and competence. As a result children are active learners, confidently taking care of themselves, their play environment and one another. They are helped, advised, shown and encouraged, so that they can wash their hands, eat healthily, dress for the cold and wet outdoors, clear up their toys and serve and clear up their meals. They make healthy choices as they eat healthy snacks, exercise outdoors digging in the soil and learn about recycling rubbish and composting food waste.

Children have a good sense of belonging in the setting and they have clear friendships with one another, enjoying complex role plays together of families and pets, celebrating birthdays. As they arrive, they find their fruit name badge which designates their key worker group and they enjoy frequent time with their key worker. However, there is an imbalance of adult input during afternoon sessions and children seldom discuss or review their play and activities. As a result, their verbal and social skills are not consolidated or extended as much as possible. Nevertheless, staff give children time to complete activities and they participate eagerly in story, song and discussion times. They behave well and are usually kind to one another, learning necessary social skills as they tidy up or sit having lunch together.

Children make sound progress in relation to their capabilities and interests because the play environment and staff successfully enable them to be active, creative learners who choose activities, solve problems, join in and make decisions. Staff build children's confidence by displaying their work, praising their achievements and offering ideas to extend and build upon their chosen interests. For example, a child's spaceship role play is developed because they stop on the way for ice-creams, make their own cones from paper and then make a display of the moons they see from the ship.

All the areas of learning are provided through versatile play equipment which can be used in numerous ways, from simple table cloths for role play and den making, to detailed, three layer body jigsaws representing the skeleton, muscles, skin and clothes. There are good opportunities to be creative with art and craft materials; to use tools, such as glue sticks and spades; to investigate using binoculars and

cameras; to undertake domestic role play; and to use computers for fun literacy and numeracy programmes. Problem solving, reasoning, numeracy and an appreciation of sounds and letters are woven into discussions by staff as children sing, play or undertake the routines of the session. As a result, children are developing the skills that will contribute to their future economic well-being and help them to respect other people.

Observation notes and photos of what each child can do are promptly documented in their individual file under the area of learning for which they are evidence. Staff also use personal planning notebooks to help ensure that their inputs to individual children focus upon developing that child's interests and choices. However, key workers' observations are not clearly linked to the developmental stages outlined in the EYFS guidance. This means that it is unclear exactly where each child is in their development, and what needs to be provided to help them take their next steps towards the early learning goals.

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?	3
How well are children safeguarded?	3

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?	2
How well are children helped to enjoy and achieve?	2
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 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 registration.

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.