

# Hainford Pre-School Learning Alliance

Inspection report for early years provision

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<b>Unique reference number</b>	254094
<b>Inspection date</b>	09/02/2009
<b>Inspector</b>	Susan Cox
<b>Setting address</b>	Hainford Village Hall, Hall Road, Hainford, NORWICH, Norfolk, NR10 3LX
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<b>Email</b>	
<b>Type of setting</b>	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**

Hainford Pre-School Learning Alliance is run by a committee of parents and carers. It opened in 1963 and operates from the village hall in Hainford, to the north of the city of Norwich. Access to the premises is via a ramp and there is an accessible toilet for disabled people. There is an enclosed outside play area. The pre-school is open Monday to Friday from 09.30 to 12.00 during school term-time. Children attend for a variety of sessions.

The group is registered by Ofsted on the Early Years Register. A maximum of 26 children from two years of age may attend at any one time. There are currently 12 children on roll in the Early Years Foundation Stage (EYFS). The group is in receipt of government funding for early education. Links have been developed with the local school.

The committee employs three members of staff, all of whom, hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are making very good progress in all areas of their learning and development. Staff know the children well and value their individuality. Sensitive care supports all children and is flexible to meet particular needs. The partnership with parents and other providers enhances children's care and welfare. The setting generally knows its strengths and areas for development well and strives for continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- make sure the contents of the first aid box are appropriate.

## **The leadership and management of the early years provision**

The qualified and experienced staff team works very well together. They have a good understanding of the EYFS and implement this effectively in their work. All children are valued and respected as individuals with staff easily adapting their approach to make sure all are sensitively included and helped to make good progress. Staff show a commitment to ensuring their skills and understanding are up-to-date by attending a range of relevant courses and contributing to the local cluster group to share experiences and develop practice. Recommendations from the last inspection have been met and self-evaluation is an ongoing process as they continue to review what they do and look for areas to develop further. At present they are considering how they may improve the outside play space to further support children's play and learning. The key person system is effective in

helping each child feel secure and also ensures that there is a clear link to their parents strengthening the partnership in care. Parents are encouraged to support their children by joining in trips and visits, contributing to their file and by helping on the rota. Consequently, they get to know how their children are getting on and how they can further support their learning and development. Children attend events at the school with their parents and with the pre-school staff during the summer term in preparation for starting school. This helps them prepare well and cope better with the transition process. Links with other provisions the children attend continue to strengthen to make sure they receive a balance to their care and education.

Children's welfare is given a high priority and staff ensure they are well supervised at all times to promote their safety. They conduct risk assessments and take relevant action to minimise risks on the premises and on outings. First aid training is kept up-to-date so they understand how to deal with accidents, however, the first aid box does not have all the contents to ensure they are able to do this effectively. Staff have a clear understanding of safeguarding children issues and know what to do if they have concerns about a child's safety or welfare so they may be appropriately protected.

## **The quality and standards of the early years provision**

Children are making very good progress in all aspects of their learning and development. They receive sensitive support which is tailored to their individual stage of development by their key person. Staff are currently considering the best way to track children's progress across the areas of learning to further monitor the progress they are making. Children are happy, settled and very motivated learners who often organise their own play effectively and develop independence as they confidently access an excellent range of resources.

Children settle to play quickly on arrival as staff work hard to make the room into a bright and welcoming environment full of interesting things for them to do. They happily meet up with friends to play in the hospital area taking temperatures, using the stethoscope and bandaging injuries. Earth moving vehicles are loaded and unloaded in the compost and they dress up in a range of outfits as they act out real and imaginary experiences. Children count how many are present, write down the number and then count again when more children arrive helping them become confident with numbers. They recognise their name for registration and often find familiar letters in their play and when looking at books. They enjoy selecting a book to take home to share with their parents and some are able to write the title of the book to show they have chosen it. Children are, therefore, becoming confident in their early writing and reading skills. Great interest is shown in musical instruments from around the world and many children sing happily as they play. Most children are confident at using the computer and they explore interesting programmes, for example, about hairdressing where they watch a video clip then do associated activities. Others love to use the digital camera to take pictures of things they like and dislike and chatter about this with the staff. As a result they are developing an interest in and an ability to manage technology.

Children enjoy a good range of interesting snacks that promote healthy eating. They grow some food such as strawberries, courgettes and tomatoes and help prepare these to eat. Many learning opportunities are developed during activities such as making pancakes. They weigh, measure, mix and count, consider safety and hygiene, learn how food is prepared and enjoy eating the end result. They find out about the work of the postman, write a post card and take it to the post box practising road safety on their way. Through fundraising activities they learn about how to make a positive contribution to people less fortunate than themselves. Playing in the fresh air helps to keep them fit and learn about the outside environment. They love exploring the snow and eagerly look to see if the footprints from the previous day are still there. They climb safely, following the guidance of the staff and ride a range of wheeled toys as they find out what their bodies can do. Children's behaviour is very good. They understand what is expected of them as staff are positive role models and support them in their play with gentle reminders when needed. They are happy and secure knowing they will get help when needed and being proud of the praise and encouragement that is freely given.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
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?	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](http://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.