

Homestead's Pre-School

Inspection report for early years provision

Unique reference number EY365252
Inspection date 13/01/2009
Inspector Amanda Jane Gray

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Homesteads Pre-School is privately owned. It was registered in 2008. The setting operates from a self contained classroom within Abbott Hall Infant School and children's centre in Stanford-le-Hope in Essex. The Pre-School serves the local area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the Pre school at any one time. The group opens five days a week during school term times. Sessions are from 09:30 until 3.30 Monday to Friday. There are steps leading up to the entrance doors and there is an accessible toilet on the premises.

The setting employs eight members of staff. Of these, seven hold appropriate early years qualifications. All staff are undertaking further professional development. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Homesteads Pre-School is effective in meeting the needs of children in the Early Years Foundation Stage (EYFS), resulting in children making good progress in their learning and development. Staff clearly recognise the uniqueness of each child and the setting is wholly inclusive, ensuring that all children and their families feel safe and valued.

Strong and effective partnerships are built with parents, ensuring that they are fully informed and involved in their child's welfare and progression towards the early learning goals. The pre-school is beginning to evaluate its provision.

What steps need to be taken to improve provision further?

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

- further develop children's planning and observation assessments in line with the EYFS to help each child make progress towards the early learning goals
- develop the self-evaluation process in order to support continuous improvement
- ensure children's arrival and departure times are recorded at all times.

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

- ensure that a full risk assessment is carried out for each outing undertaken (Safeguarding and welfare).

28/01/2009

The leadership and management of the early years provision

Good leadership and management is being developed, taking account of the requirements of the EYFS, although it is very early days for the provision. Both managers are developing a good understanding of the EYFS and how it impacts on children's welfare, learning and development and are beginning to monitor how staff deliver the EYFS effectively to ensure consistency. Both managers influence how the staff work by maintaining a high profile with the children and being very hands-on, although staff are competent and confident to use their own initiatives to help meet the children's needs. Staff are well qualified and effectively deployed to ensure that children receive a high level of care and attention.

Close working relationships are built with parents to ensure their children's unique needs are met with plenty of regular exchanges of information to support them. Parents' wishes are taken into consideration and parents stay for as long as they wish when their child initially starts at the Pre-School to help them settle. This also helps the parents and staff to build good relationships and find out more about the child. Partnerships with other providers caring for the children are taken into consideration and links are being formed for consistency in their EYFS.

Children are safeguarded well in the setting. All members of staff are fully aware of their roles and responsibilities with regard to child protection and are supported by comprehensive policies and procedures which are reviewed at regular intervals. The premises, toys and equipment are well-maintained and in good condition. Staff set good examples for children with regard to keeping themselves safe. Consistency and clear expectations help children to learn why, for example, they should not run indoors. Comprehensive risk assessments are carried out and are effective in leading staff to take action to manage or eliminate potential risks to children indoors. However, written risk assessments for outings have yet to be developed. All the necessary written policies and procedures are in place to promote the welfare of children. However arrival and departure times are not always recorded on the register making it unclear when children are present.

The quality and standards of the early years provision

Children in the EYFS are learning and developing well because staff are attentive, seize teaching opportunities and provide them with interesting and exciting learning opportunities, which are planned for each child and based on their individual abilities. There are systems currently being implemented to monitor children's progress towards the early learning goals and identify what they need to do next. However, these are in the transitional stage and have yet to be seen working in practise. Children's personal, social and emotional development is effectively fostered as staff interact with them well, building on their confidence and independence. As a result children settle into the environment exceptionally well and are happy, confident and eager to learn.

Children's imagination is continually stimulated as staff are highly skilled at supporting children's excursions into imaginary worlds, encouraging inventiveness

and offering support. For example; imaging being on a plane journey and then landing in China and dancing to Chinese music. There are plenty of opportunities for children to learn problem solving, reasoning and numeracy through different activities such as learning number songs and rhymes, counting as a group and measuring each others height. There are opportunities for learning to continue in the outdoor area where children weigh buckets and their contents. Children develop awareness of the wider community through use of activities, play equipment, books and pictorial images that promote diversity. Children are well supported in their learning to make progress in communication, language and literacy. For example, they are encouraged to write their names on their art work and have many opportunities to mark make and begin to develop early writing skills as they do so.

Children's behaviour is good and staff are very attentive to children, encouraging and praising them at all times. Children are kept busy and motivated by staff who anticipate any problems, diverting children's attention and who use strategies to avoid potentially difficult situations. Daily access to the garden area gives children ample opportunities to explore the 'outdoor classroom', develop their physical skills and experience nature. For example; hunting for insects. These varied experiences allow children to enjoy and achieve through their play activities in a safe and stimulating environment where they develop a sense of trust and belonging.

Children's care is promoted as staff are aware of and implement the welfare requirements effectively. The setting is clean and hygienic and some staff have had food hygiene training which helps them to follow procedures as they prepare and serve food for children.

Simple, consistent boundaries help children to behave well and learn to work in harmony with others and well-thought-out routines with regular praise and encouragement from staff aid their confidence and help them become independent learners. Any specific needs children have or develop are taken into consideration by staff who build on what children can already do to support them effectively through inclusion.

Children are happy, lively and confident, chatting readily to staff, visitors and each other throughout the session, demonstrating that they are relaxed and comfortable in the setting. Children know the routine well and relationships between both staff and children continue to evolve. As a result, children approach the staff with confidence and ease, together they talk, laugh and engage in a variety of activities. They are also given lots of opportunities to instigate their own play and they are keen to share their experiences with the adults around them, for example, designing their own party invitations and encouraging their peers and staff to come to their party.

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? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| 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? | 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

| | |
|---|---|
| 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? | 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? | 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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Register.

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.