

# Signhills Pre-School and Hardys Den

Inspection report for early years provision

---

**Unique reference number** EY271766  
**Inspection date** 30/01/2009  
**Inspector** Andrew Clark

**Setting address** Signhill School Site, Hardys Road, Cleethorpes, North East  
Lincolnshire, DN35 0DN  
**Telephone number** 07714 212 548  
**Email** cleethorpeschildcare@btconnect.com  
**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 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

Signhills Pre-School and Hardys Den is run by a voluntary committee. It opened in 1990. The pre-school operates from a mobile unit and the out of school club from a classroom in Signhills Primary School in Cleethorpes. There are no issues which may hinder access to the premises. A maximum of 22 children aged two to five years may attend the pre-school at any one time and the out of school club has 26 places for children aged three to eleven. There are currently 49 children on roll at the pre-school, of which all are in receipt of funding for nursery education. There are 102 children on the out of school club roll. The setting supports children with learning difficulties and/ or disabilities as well as children with English as an additional language. The pre-school is open each weekday from 08.45 to 11.45 and 12.45 to 15.45 with a lunch club from 11.45 to 12.45. Hardys Den out of school club is open from 07.45 to 9.00 and 15.30 to 18.00.

Hardys Den also offers care during school holidays to children aged over five years to 11 years. The full provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are ten members of staff. The manager has a BA degree in Early Childhood Education. The deputy manager has a National Vocational Qualification at Level 3 and all other staff are qualified to at least Level 2.

## Overall effectiveness of the early years provision

Signhills Pre-School and Hardys Den provide a wide range of learning opportunities which meets the needs of the children in its care well. The setting is fully inclusive providing good support to children with English as an additional language and those with learning difficulties and/or disabilities. They work closely with other agencies to provide good quality support for these children. The issues from the last inspection have been met and the setting is well placed to continue to improve because of the commitment and experience of the manager and her staff.

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

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

- continue to develop systems for effectively monitoring the provision and outcomes through self-assessment, leading to clear identification of targets for further improvement.

## The leadership and management of the early years provision

The pre-school and out of school club are well organised and led. There is a good management structure with clear responsibilities for all staff. Good systems are in place to manage and improve the performance of the staff and the setting

supports them in working towards higher childcare qualifications. The views of staff, children and their parents are taken into account in the self-evaluation process based on guidance from the Quality Assurance provider and Ofsted. However, it is at an early stage of development and is not yet fully guiding future improvement to ensure all aspects of provision are the best they can be. There are robust procedures to keep children safe and ensure that staff and volunteers are suitable to work with children. Regular risk assessments are carried out and premises are secure. There is a good ratio of staff to children.

Links with parents are good. The pre-school and out of school club have good procedures to welcome new children and keep parents well informed. They regularly gather the views of parents and act upon their opinions. There are good links with other pre-school providers in the area which contributes to the quality of provision and good levels of staff training. Several staff work in the pre-school and the out of school club. This complements the good systems to ensure information on children's progress towards the early learning goals is effectively shared and their welfare promoted.

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

Children make good progress. They are happy and confident because of the staff's good knowledge of the needs of EYFS children. There is a particularly good emphasis on helping children become independent and to make decisions for themselves. This is because staff achieve a good balance between guiding children to an activity and letting them choose for themselves from all that is on offer. For example, throughout the day, children can choose whether to work indoors or out in all areas of learning. Staff successfully encourage the children to put on their own coats for outside play and aprons for the craft areas. The independence children achieve prepares them well for their future learning. Children persevere because activities are motivating and relevant. Early literacy and numeracy skills are developed well. For example, children concentrate for a long period of time on a counting game on the computer. They have many opportunities to 'write' in office areas or on large whiteboards outside. They make shapes in bubbly water and sand play. In the out-of-school club children select different thicknesses of pens, pencils and papers to write letters and stories. Staff encourage them to talk and write about things they have learned during the day in school. Children explore their knowledge and understanding of the world through dressing up in their role play and making 'meals' for each other in the home corner and Chinese restaurant. The staff plan themes based on key faith celebrations throughout the year and many toys represent different cultures contributing well to children's personal development.

Planning is detailed and promotes step-by-step progress towards the early learning goals. This is complemented by regular observations of children's progress so that the individual needs of children are met. Activities are skilfully designed to challenge children of different ages and abilities. For example, bead threading and dot-to-dot counting activities provide progressively higher levels of difficulty. Staff work alongside the children and establish very good relationships. They skilfully question children so that they give full answers. Very occasionally, questions limit

the children's responses to one word answers. Well planned visits to shops and parks broaden children's experiences.

Children's welfare is paramount. The 'cafe' in both the pre-school and out of school club provides healthy snacks and drinks, particularly water, throughout the sessions. Children learn to play safely and behaviour is good because of the well-established procedures and policies to promote this.

## 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?	3
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?	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](http://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