

Hyde Heath Community Pre-School

Inspection report for early years provision

Unique reference number

EY254245

Inspection date

29/01/2009

Inspector

John Collins

Setting address

Hyde Heath Infant School, Weedon Hill, Hyde Heath,
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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

Hyde Heath Pre-School has been open for twenty years. The pre-school is managed by a committee and operates from Hyde Heath Infant School, near Amersham in Buckinghamshire. The premises comprise a single classroom and adjacent toilet block, easily accessible from the school's main entrance. There is an enclosed outside area for use by the group and they also have access to the school playground and hall.

Hyde Heath Community Pre-School is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is registered to provide full day care to 22 children aged from two years to under five years at any one time. There are currently 24 children on roll, which includes 18 children in receipt of nursery education funding.

The pre-school opens five days a week during school term time from 09.00 until 11.45. Children can stay at the lunch club from 11.45 onwards and then at the Daisy Chain Club which offers care until 15.00. The children attend for a variety of sessions. The setting does not currently support any children who speak English as an additional language or children who have learning difficulties and/or disabilities.

Five staff work with the children. The supervisor has a level 3 qualification and the majority of staff hold early years qualifications to level 2 or 3. The pre-school is a member of the Pre-School Learning Alliance and receives support from the Early Years Development and Childcare Service.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The pre-school has some outstanding features, such as the promotion of children's welfare and the partnership with parents. A good knowledge and understanding of the Early Years Foundation Stage (EYFS) ensures all children have equal opportunities and access to all activities. The capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- improve the capacity to make continuous improvement by establishing a cycle of self-evaluation
- extend children's learning experiences by developing the use of the outside area

The leadership and management of the early years provision

The setting leader provides good leadership and management. Consequently there is a good team spirit and staff work well together. The smooth day-to-day running of the provision is backed up by good procedures understood by all. The work of staff is carefully directed and a comprehensive set of policies set out clear procedures to be followed. Safeguarding procedures are robust and all staff checks are current and up-to-date. There are secure door control systems that ensure children's safety and all adults are very aware of where each child is and what they are doing. Daily risk assessments are recorded and contribute to children's sense of security.

Relationships with parents are excellent. Parents are welcomed into the setting with their children each morning and say that they are kept well informed of what is going on via a notice board and regular letters. The very good induction process ensures that they are able to contribute to their children's learning effectively.

Self-evaluation is good and the information is used well to plan future improvements. At present, self-evaluation reviews take place on an annual basis. This sometimes means learning opportunities are missed or left too long to ensure a smooth progression in some areas of learning, such as Knowledge and Understanding of the World. The setting leader is aware of the need to establish it on a more regular cycle.

The quality and standards of the early years provision

The setting meets children's needs well. Current progress of children in the early years age group is good in all the six areas of learning. Good use is made of equipment and apparatus to promote children's learning in all areas of the Early Years curriculum. Children are very well supervised so that they feel safe, at ease with all adults and each other and settle well to the varied activities.

Staff make good use of their close relationship with the school. The children particularly enjoy using the school's playground facilities, and grassy area when appropriate, to play imaginatively and safely. Combined with a 'snack time', this helps to develop their sense of healthy living and being active. The setting has plans to develop its own outside area which will enable it to extend the creative and physical learning experiences of all children. The regular weekly phonics session with children in the early years age group prepares them well for their move to the infant school.

Staff model expectations of behaviour sympathetically and this is a major factor in the good personal development of all children. Children are encouraged to become independent and exercise responsibility through making choices of which activities to follow. All activities are well supervised and adults take opportunities to develop children's speaking skills. Children are developing a love of books and reading through the story sessions when they learn to sit patiently and listen to others. Observations show that children clearly enjoy their time in the play group

immensely. They are eager participants and are learning to take turns and share resources fairly. There are very good links with the infant school through shared special assemblies, sports day and use of the hall for music and physical education sessions. This helps considerably in developing a strong sense of being part of the wider community.

Good record keeping means the staff know their children well. The very good links with parents ensure there are secure systems of medical needs. The staff make good use of 'post-it' notes to record children's responses and levels of skills and this helps to build up a secure picture of children's progress. Recent training has ensured all staff are aware of the requirements of the Early Years Foundation Stage and an information evening for parents is already planned.

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.	2

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?	1
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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
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 B: the Childcare Register

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