

Hardwick Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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 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

Hardwick Pre-School is a committee run group. It registered in 1993 and operates from John Bridles Hall in the village of Hardwick, Buckinghamshire. The pre-school is open each weekday from 09.30 to 12.00 during term times. An extra session between 12.00 and 13.15 is offered once a week to children in the term before they go to school. Children have access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 37 children aged from two to under five years on roll. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

There are seven members of staff, four of whom hold appropriate early years qualifications to at least NVQ level 2.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy, settled and active learners in this group, which strives to meet the individual needs of every child. Children are making steady progress in most areas of their learning and development, and good arrangements ensure the health and safety of all attending. Staff work closely with the parents and other professionals in order to get to know the children well and meet each child's individual requirements. They are skilled at identifying and supporting children with learning difficulties and/or disabilities, ensuring the learning environment is accessible to all. The group are slowly developing staff experience, and beginning to evaluate their practice.

What steps need to be taken to improve provision further?

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

- continue to develop planning to meet the needs of the individual children; develop observations, identifying the areas of learning these cover and the next steps of learning for each child and then include these in future planning.
- extend the opportunities for children to mark make in a variety of play situations, especially during role play when they can write menus or lists according to the play in which they are engaged
- ensure confidentiality with children's personal information

The leadership and management of the early years provision

This is a committee run group, however, the day-to-day decision making and organisation of the group is the responsibility of the play leader. Clear policies and procedures underpin all aspects of the care and education of the children. These

are accessible to both staff and parents and at regular staff meetings two or three policies are looked at in depth to ensure all understand the ethos of the group. The group is currently supporting a number of staff who are working towards initial qualifications or further qualifications, in order to improve the standard of care and education offered.

Clear risk assessments on a daily basis ensure the safety of the building both inside and outside, thereby eliminating risk to the children. Where a potential risk is noted that cannot be made entirely safe, the children are informed and staff take suitable measures to ensure their safety. Suitable procedures throughout the session ensure the health and well-being of the children at all times, with staff having a good understanding of safeguarding issues and procedures.

Staff successfully include every child in each activity, making suitable adaptations if required. All families receive a warm welcome and support from the staff at the group. Good links have also been made with other professionals involved in the child's care. This liaison with the parents and other professionals has had a very positive effect on the community atmosphere of the group. Similar links have tried to be built with the school to which the majority of children will go. This is in the next village and, although the group has made attempts to speak to school staff, their response has been quite limited.

Many of the recommendations made at the last inspection have been acted upon, improving the overall quality of the early years provision and the outcomes for children. All staff know the parents well, with the play leader and key person ensuring parents are kept well informed of their child's progress and achievements. The comprehensive registration form enables them to get to know the children's likes and dislikes before they start and parents are kept fully informed about the topics, trips and ways they can be involved within the group.

The quality and standards of the early years provision

Children enjoy a range of interesting, stimulating activities that cover all the early learning goals. Parents feel their children make good progress at this group, however, the pre-school has only recently started making observations of the children and recording these to show how they are progressing in each area. They have not fully implemented systems for identifying the next steps of learning for the individual children and using these in the planning. The play leader plans a suitable cross-section of activities for each session, both adult- and child-led, some of which are suggested by the staff. Children can choose what they do from the pre-selected equipment set out for them, however, this does not always include mark making activities, giving children the opportunity to write.

Some children became fully involved and engrossed in making vegetable animals. They used a wide variety of fresh vegetables, together with cocktail sticks, and made some amazing creatures that they took great pleasure in naming. Throughout this activity children were having discussions with staff about the types of vegetable, which ones were most suitable for the body, where they grow and their colours. Some children made up to three animals to take home.

Children with additional needs are well supported, their needs are identified and staff work closely with a parents and other professionals to ensure they are fully integrated into the group and receive suitable additional assistance when required. All children enjoy a high level of support from the staff team in all their activities, enabling them to develop and extend their knowledge and understanding.

The safety, health and well-being of children has high priority. Children are taught how to keep safe and follow the behaviour rules of the group. They learn about manners and how to treat people with respect. Currently the staff are using three puppets to tell moralistic stories to help the children understand good behaviour and how hurtful some actions can be. In this way the staff constantly strive to develop the children's understanding, and help them to develop the appropriate habits and behaviour suitable for good learners.

Space is well used, both inside and outside, with staffing levels enabling children to have free flow between the outdoor area and inside. The group are developing their activities outside so they can offer a wide range covering all areas of learning both in the hall and in the playground area. They have a good range of equipment available, however, it is impossible for them to offer free access to everything as they have to pack away at the end of every session. All toys and equipment seen were age-appropriate and in a good condition.

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?	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?	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?	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?	3
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?	3
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

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