

Hollinsend Pre-School

Inspection report for early years provision

Unique reference number	300830
Inspection date	19/05/2009
Inspector	Jill Lee
Setting address	Ridgeway Road, Sheffield, S12 2TA
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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).

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

Hollinsend Pre-school was originally registered in the 1960s. It operates in Hollinsend Park Pavilion, in the Gleadless area of Sheffield. The pavilion is a single storey building used for community purposes. Other users include a parent and toddler group and a childminding group. There is level access to the building. The pre-school serves the local area.

Children are cared for in one main play room. They have access to a shared, enclosed area suitable for outdoor activities. The pre-school operates each weekday during term time, from 09.00 to 12.00 and from 12.30 to 15.30. It is registered to care for a maximum of 26 children aged from two to five years at any one time. There are currently 60 children on roll. Children attend for a variety of sessions. The pre-school supports children for whom English is an additional language.

The pre-school is managed by a committee of interested parents. There are 10 staff employed to work directly with the children, of whom eight have an appropriate early years qualification. Four staff are currently undertaking further training. The pre-school receives support from a teacher employed by the Local Authority and from a Pre-School Learning Alliance Development Worker.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children love attending and contribute actively to the day to day life of their pre-school. They enjoy experiences in all areas of learning in the stimulating play environment, although staff do not fully exploit their observations of children to maximise opportunities for challenge and independent learning in everyday play. Staff build positive partnerships with parents to promote continuity of care, so that children's individual needs are reflected in planning. Children's safety and well-being are mostly promoted effectively, although staff recognise the need to fully review all policies and procedures and to update their awareness of requirements relating to safeguarding. Staff generally access appropriate training opportunities and use regular meetings to review practice, but there are no established systems for self-evaluation to help identify areas for improvement.

What steps need to be taken to improve provision further?

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

- use observations of children's interests to add stimulus to the daily environment and increase focus on planning for next steps, to enhance the challenge in independent exploration
- complete the planned updating of policies and ensure staff fully understand their roles and responsibilities within all procedures, including the requirements of the Local Safeguarding Children Board

- develop ways to involve all staff and parents in more systematic evaluation of practice, to continuously improve the outcomes for children.

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

- ensure required records are available for inspection by Ofsted, specifically those relating to the process of ensuring the suitability of committee members.

10/06/2009

The leadership and management of the early years provision

Staff implement policies and procedures consistently, so that children's welfare is promoted. They are being supported in the process of updating all policies, to ensure they reflect the requirements of the Early Years Foundation Stage. Staff have a basic awareness of their role in safeguarding of children, although they are not fully familiar with the requirements of the Local Safeguarding Children Board and access to safeguarding training is being planned. They have identified the need to ensure that procedures reflect requirements if there is an allegation made against a member of staff and if a complaint is received. Staff are deployed appropriately to ensure children are fully supervised in the shared community building. For example, two staff always supervise children going to the toilet, although this does interrupt staff interaction with children in the play room. Risk assessments are well considered and monitored routinely, helping to keep children safe in all activities. Children are actively encouraged to develop safe levels of independence in their everyday play.

Positive leadership provides support for the cohesive staff team. Recruitment processes are sound and staff suitability records are maintained appropriately. Changes to committee members have been appropriately notified to Ofsted, but records relating to their suitability are kept off site, so that they are not available for inspection as required. Informal monitoring processes and regular appraisals help the person-in-charge evaluate staff practice, although a lot of her time is spent on administration and supporting children's toileting. Regular, informal staff meetings help staff to evaluate activities and share concerns about individual children, so that they contribute actively to the planning process. Staff and parents do not, however, participate in any ongoing evaluation of practice, to help monitor the effectiveness of the pre-school and systematically identify areas for improvement.

Staff work closely in partnership with parents and other providers. They show awareness of the importance of understanding the needs of the 'whole child'. They are well informed about home experiences and find out about each child's background and starting points, as parents liaise closely with the child's key person. Parents enjoy relaxed relationships with staff and feel comfortable sharing any concerns. Records are shared with them regularly, although parents are not actively encouraged to add their own comments. Staff are continuously seeking ways to engage parents actively in activities and planning for future learning. They

work very closely with parents where additional needs are identified and seek appropriate external support, if required. Pictorial planning and signing are used to help children understand routines and engage them in making choices about their play. Parents also contribute their knowledge and skills to planned activities, for example, to raise awareness of different cultures or of people who help us, like the police or 'lollipop lady', in the local community.

The quality and standards of the early years provision

Children love attending the pre-school. They settle well and warm relationships with staff help them to feel secure. They grow in confidence and play with enthusiasm. Emphasis is placed on the development of social skills, good listening and clear awareness of expectations, so that children learn to manage their own behaviour appropriately. Older children learn to be caring towards younger children, to model how things are done and to set a good example. They become very familiar with daily routines and contribute actively, as they help to sweep up spilt 'dinosaur grass', set the table for snack and tidy away the toys before group time at the end of the session. The play environment is organised well, with picture labelling on stored resources, so that all children can engage independently in activities of their choice. Children learn to select resources and to put them away when they have finished with them.

Interesting displays in the bright and welcoming play environment reflect the wide range of children's activities. Planning of activities is based around mostly well resourced continuous provision, which offers choices in all areas of learning. Staff know children well and some planned next steps are reflected in short term planning, so that interactions with children help to consolidate or extend learning. Planning clearly includes learning objectives, teaching points and some extensions to activities. Staff observe children routinely in a range of different ways and their observations are linked to 'development matters'. However, staff do not routinely use observations to help them introduce enhancements to the core provision, based on children's observed interests, or to stimulate practical problem solving opportunities on a daily basis. This means that for some children there is limited challenge in the daily environment and little opportunity to independently explore new ideas. Limited tools to support activities, like junk modelling, reduces problem solving opportunity and some resources, like play dough, are not consistently available for choice in the core provision.

Children freely access outdoor play activities, whatever the weather, although space is very limited. There is no opportunity for large physical activity, but staff ensure a range of physical play choices are always provided, like balancing on blocks or scrambling in the tunnel. Opportunity for large construction, for example making trains or dens out of boxes, is sometimes offered indoors. Staff inspire children's interest in nature during all weathers and the changing seasons; as they feed the birds, plant tomatoes and beans, measure the shadows on the bowling green, rescue a spider and find mini-beasts in the bushes. They do not, however, fully utilise the learning opportunities offered by the wider outdoor environment of the park and local community.

Children share their experiences, as they play confidently with friends. They enjoy reading stories in the book corner and have lots of opportunity to 'mark make', as they describe their pictures, practise writing their name and make marks in the sand. Children learn to count and recognise numbers, and delightful props support their number rhyme activities, like 'five fat sausages' and 'five current buns'. They match shapes and learn their names, exploring shape and size as they build structures with the blocks. Children have free opportunity to explore their own creative ideas, enjoying collage and paint mixing activities. They develop shared imaginary play in the boat outside and a group of boys share a 'small world' game with diggers in the sand. Children enjoy regular opportunity to explore early science in planned activities. Activities are planned to help children to be aware of different cultural celebrations and to try out foods from other countries.

Children keep healthy and stay safe. They eat healthy fruit snacks and enjoy fresh air and exercise every day, but staff do not routinely introduce conversations to help children think about a healthy lifestyle. Children's awareness of safety is reinforced in planned activities and as they move about their environment, for example, learning not to run indoors. Staff help children to take responsibility for their own behaviour and be considerate towards others. Children become active learners in an environment where staff have a good understanding of their needs.

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?	3
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?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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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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