Harden Pre-School

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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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.*

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Description of the setting

Harden Pre-School is a registered charity managed by a voluntary committee that has been operating since September 2000. It operates from three first floor rooms within the Memorial Hall in the village of Harden near Bingley. Access to the first floor is gained via stairs only. The group serves families that live in the surrounding area. The pre-school is open five days a week during term time only. Monday to Thursday sessions run from 9.00am to 11.30am and 12.45pm to 3.15pm and on Fridays the group is open from 9.00am to 12.30pm. Some of the children stay at the provision for full days and bring a packed lunch. There are outdoor play facilities adjoining the premises.

The setting is registered on the Early Years Register for a maximum of 24 children and there are currently 32 children on roll, aged from two years old to four years old. The nursery supports children who use English as an additional language.

There are 10 members of staff who work directly with the children, one is qualified to level 4, four staff to level 3 and two staff to level 2. The setting has administrative support as well. The setting provides funded early education for three and four-year-old children. The pre-school is a member of the Pre-School Learning Alliance and receives the support of their local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The leadership of the group is strong and successfully promotes children's good progress in their learning and development. Systems used by the setting for self evaluation are effective and include seeking views of parents, staff and other providers of the Early Years Foundation Stage (EYFS). Strengths and weaknesses are clearly identified and effective plans are put into place to address any areas of concern. The staff team work very well together and they each know their role and responsibilities within the setting. As a result, they are able to demonstrate clearly how children's achievements are continually built upon. Robust steps are taken to safeguard children, including a thorough vetting procedure. Links with parents and other providers are well developed.

What steps need to be taken to improve provision further?

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

- further develop the outdoor play area to include aspects of the indoor environment outdoors
- further develop children's independence at meal and snack times.

The effectiveness of leadership and management of the early years provision

The staff team have a secure knowledge of the EYFS and how to implement it effectively within their setting. Procedures for safeguarding children are understood by staff and they understand what to do if they had concerns about the protection of children. There is a designated member of staff for safeguarding, who ensures that staff are aware of all procedures for keeping children safe. For example, the security of the premises is good and all visitors are monitored and a record is kept of when they are present. Risk assessments are well documented and staff also undertake daily checks to ensure hazards are minimised both indoors and outdoors. Most staff have a first aid qualification, so are able to deal with injuries and accidents quickly.

The setting engages effectively with parents in a number of different ways. Feedback is sought in the form of parent questionnaires, discussions with parents and open days. Information is collated and a clear picture is formed of how the setting is to prioritise areas for improvement. Such as, the setting has obtained grants to enable it to enhance its outdoor play area, so that it is useable all year round. Additionally, the setting has very good links with other local providers. Children visit the local school to watch celebration events and to meet their new teacher when they are moving up. School staff visit the setting to discuss arrangements when children are moving up, to ensure a smooth transition into school life. School staff also bring children now in school back to visit the pre-school. These visits are enjoyed by all. The setting provides an information sheet for other providers to ensure continuity of learning and to avoid any duplication of activities. Parents receive very clear information about the setting and have very good access to additional information. Notices about events for the week, activity and theme planning and other legal information are clearly displayed. Parents comment that they are very happy with the care their children receive whilst at the setting.

The staff team are supported by a committee and all are committed to continually improving the setting. Following the last inspection, actions and recommendations were raised which the pre-school have acted upon and put into place. Staff are motivated and create an environment which supports children's learning and development. They recognise when to intervene and join in and when to allow children to play on their own. Staff have attended a variety of training courses to further their knowledge and understanding of the EYFS and to aid children's learning. The use of phonics and children as early talkers are amongst the courses attended. Policies and procedures of the setting are well thought out and promote how children's needs are to be met. Resources are used mostly effectively to support children's learning and development. As resources are easily accessible and attractive, children make their own confident decisions about their play. Children move toys around as they want and enjoy the experience of mixing different toys. For example, children have paint brushes, a dust pan and brush, leaves and different containers in the outdoor sand pit. There are missed opportunities for children to further develop their play outdoors without adult intervention as most resources are kept inside.

The setting is proactive in gathering information to support children whose first language is not English. For example, they have obtained words and phrases that are familiar to children in other languages. All children are valued as individuals and have their needs met. Staff challenge discrimination and prejudice and promote diversity through different activities and discussions. All children have access to resources. Appropriate steps are taken to ensure resources and the environment are sustainable.

The quality and standards of the early years provision and outcomes for children

Children make good progress towards the early learning goals. They also make good progress in developing skills and qualities for the future. Children are interested in and want to join in with activities and enjoy playing with their friends. They confidently play with all the equipment, both indoors and outdoors. Children make good use of the learning environment, moving around freely, seeking out their friends or staff they want to talk to. Children are well behaved and they listen to staff's comments. They know how to sit and listen at group time and readily join in with action rhymes. Children listen to instructions, such as when they are lining up and they help to tidy up when asked. Staff give regular praise and encouragement, promoting children's self esteem.

At snack and meal times, children sit together and enjoy this social time. They know how to sit and eat their snack and use please and thank you appropriately. Staff put out plates of fruit and vegetables at snack time and lunch boxes at lunch time. Also staff hand out fruit when children ask for more. Opportunities for children to demonstrate their independence at this time are missed. Some children want to and can confidently pour their own drinks. Children show that they can carry out self care tasks, such as washing their hands and putting on their coats.

Older children use appropriate language, such as behind and all children are involved in counting throughout the session. For example, they count how many jumps they have taken on the trampoline and how many objects are shown on a jigsaw piece. Older children are able to count over ten. Children look for their peg and learn to recognise their name. They know that books are enjoyable and sit and look at them, both by themselves and with staff. Some children are beginning to recognise the beginning letter of their name and can draw it in paint.

Observations undertaken of children's achievements shows that children are developing well. Key workers plan for children's next steps in learning and include this information in planning. Children's interests are also included in planning. Staff are aware of individual children's abilities and recognise when children need something more challenging, such as moving from a 12 piece jigsaw to one with many more pieces. Staff support children's learning well through both adult and child led activities. Children use equipment well to develop their physical skills, such as balancing on wooden beams, kicking a football and catching a hoola hoop in the outdoor area.

Children are reminded about keeping themselves safe when they use scissors, as staff remind them not to put them near their faces. When asked by staff, children know why they have to be careful on the stairs, so that they do not fall down and hurt themselves. Children handle many different tools confidently, such as paint brushes, scissors and knives.

Children have good opportunities to direct their play, in the outdoor play area they make a number of different scenarios with wooden bricks. Some children built towers and others made a garage and made walls to surround it. Through cooperation with each other and support from staff, the children spent a long time playing with the bricks. Valuable learning opportunities are teased out by staff. For example, staff ask children about a 'baby' in a pram which they are pushing. They talk about the baby's sleeping arrangements and as a result, staff gather information about the children's understanding of routines and how to care for others. Children also learn about caring and looking after animals. They understand how to handle the snails they have in the setting and they show great delight when they have handled them. Staff remind children why it is important to handle snails carefully. Children are learning about their environment as they visit local places of interest. Within the setting they are learning about growing plants and how to look after them. Children's understanding of our wider society is developed through activities, stories and playing with good quality resources that shows positive images of different cultures, disability and gender.

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*

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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