

Hamilton Pre-School

Inspection report for early years provision

Unique reference number	106967
Inspection date	08/07/2009
Inspector	Jill Spiteri
Setting address	Holymead Junior School Annexe, Wick Road, Brislington, Bristol, BS4 4HP
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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

Hamilton Pre-School has been operating since 1995. It is situated within a classroom annexe of Holymead Junior School in Brislington, Bristol. The setting has disabled access via a ramp and the activity rooms are on one level. Hamilton Pre-School provides care for children from within the local area. The pre-school is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

The group is registered for 28 children. There are currently 45 children aged from three to five-years-old on roll. This includes 22 funded three-year-olds, 22 funded four-year-olds and one three-year-old who is not funded. Children attend for a variety of sessions. The group is inclusive, supporting children with learning difficulties and/or disabilities and children who speak English as an additional language.

The group opens mornings and afternoons each weekday during term-times. Sessions are from 09.00 until 11.30 each morning and from 12.30 until 15.00 each afternoon. The group operates with seven members of staff, of whom three staff have an early years qualification, one play leader holds NVQ at level 3. There are developing links with a local infant school and playgroup.

Overall effectiveness of the early years provision

Overall the quality of the Early Years Foundation Stage provision is satisfactory. Caring staff members support the children well, allowing them to settle quickly and develop confidence. The pre-school is inclusive and staff use observations to plan activities, both inside and outside, that match the interests of the children enabling them to make satisfactory progress. The play leaders are keen to evaluate their practice so that strengths and areas to develop are highlighted, however this process is not yet established. Children are kept safe as satisfactory safeguarding procedures and systems are in place, although these are not regularly reviewed. The capacity for continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- develop clear systems of self evaluation to identify the setting's strengths, weaknesses and priorities for development that will improve provision
- review the 'free flow' procedures to ensure the safety of all children at all times
- ensure that the written complaints procedure is accessible to parents
- ensure records of staff such as Criminal Records Bureau disclosures are suitably updated
- develop planning to show how children's next steps can be used to help extend and challenge them in their learning

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

- ensure that policies such as safeguarding, health and safety and equalities are regularly updated (Safeguarding and welfare) 01/09/2009
- ensure risk assessments include responsibilities and dates for actions and are reviewed at least once a year or more frequently (Suitable premises, environment and equipment) 01/09/2009

The leadership and management of the early years provision

The two pre-school leaders have addressed the recommendations from the previous inspection report indicating that they have the capacity to continue to improve the provision. They work with the committee members to implement improvement. Links with parents are effective in sharing information so learning can be supported at home and staff are always available to discuss any issues. Currently, the setting's written complaints policy is not made accessible to parents. Partnerships with the infant school and local playgroup are developing so that practice is becoming increasingly consistent and settings are gathering information about the children when they transfer.

The pre-school supports children with learning difficulties and/or disabilities, linking with external agencies such as the speech therapy to increase children's development. Procedures, policies and risk assessments are in place to keep children safe, however these are not regularly updated. Staff meet together to share ideas informally three times throughout the year and a staff appraisal is in place to develop performance. There is not a clear system for evaluating effectiveness of the provision or an action plan that identifies areas for development and responsibilities. Adults attend training to support their professional development and have worked with the Early Years Foundation Stage adviser resulting in improved assessment procedures. The deployment of staff is effective in supporting the learning of all children. Key workers are clear about their role in creating the children's learning diaries. The open morning was well-organised to offer prospective parents and children a chance to see the pre-school in action.

The quality and standards of the early years provision

Children are keen to enter the pre-school and are quickly ready to participate in activities. They are developing good speaking and listening skills as demonstrated by the responses they give to effective questions about the weather. One child commented that it was 'a little bit rainy', whilst another child responded that they 'didn't feel any rain.'

After the calm start to the day, involving counting around the circle to identify the

number present, children choose their activities from a wide range covering each area of learning. Children are reminded about being nice, sharing and not running, resulting in good behaviour. Children play happily alongside each other and also join in cooperative play with occasional reminders about sharing and taking turns. A suitable balance of adult-led and free-choice activities are planned to cover the areas of learning. These daily activities are briefly reviewed for impact. Some of the activities are planned according to interests from the previous day, for example requests for a picnic have been accommodated for the bears in the cafe area. Children are being encouraged to learn about healthy eating as reflected in the variety of snacks which they enjoy, whilst also being prompted to use good manners. A child playing in the cafe offers 'lettuce' to the adult who asks for something healthy, but opportunities to extend knowledge in this activity are not developed. A child arriving late due to traffic is given time to explain her feelings, enabling her to develop emotionally and settle well. Signing is used appropriately to help language development, which enables all children to learn.

Adults support learning in a variety of ways, for example, questioning to promote thinking, modelling writing, reading and using numbers in the environment enables the children to make satisfactory progress, although opportunities for challenge are sometimes missed. Assessment is recorded in learning diaries by the key workers in a variety of ways, including notes, photographs and samples of work which build a picture of the child. In order to ensure safety during the open morning children do not have access to outdoor play, which is normally available and offers a range of curriculum activities especially wheeled toys for physical development. At the end of the session all children help to clear away and tidy up.

When asked to share their comments about the pre-school several parents express their gratitude to staff for developing the confidence of their children and are positive about the provision stating that communication has improved.

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?	4
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?	3
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

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