

Hale Preschool

Inspection report for early years provision

Unique reference number 110542
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Inspector Dinah Round

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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

Hale Pre-school and Toddler Group opened in approximately 1976. It operates from a dedicated room in the village hall in the rural village of Hale, in Hampshire and serves the local area. The pre-school opens five days a week during term times only, with sessions running from 09:00 until 12:00. The pre-school is registered on the Early Years Register to care for a maximum of 12 children in the early years age group. There are currently 10 children on roll, of these eight children receive funding for nursery education. The group supports children with special educational needs and/or difficulties and welcomes children who speak English as an additional language. A team of four staff work with the children on a part-time basis. All staff have a relevant early years qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a friendly and caring environment. Staff know children well, they link closely with parents to ensure each child's individual needs are followed making sure all children are included and valued. Children enjoy a wide range of interesting and stimulating play opportunities which help them make progress in their learning and development. Children's health and welfare is well supported. The on-going monitoring and evaluation of the provision helps staff to identify areas for future development and improve the learning outcomes for children.

What steps need to be taken to improve provision further?

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

- develop risk assessment systems to include specific outings and keep a record of the assessments clearly stating when it was carried out, by whom and the date of a review (Suitable Premises, Environment and Equipment) 30/12/2009

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

- develop observation and assessment systems further, so they link effectively with the areas of learning and enable staff to identify any gaps in children's learning to help further their learning
- continue to extend children's individual care and learning through partnerships with other early years providers, and developing further ways to actively involve parents in their child's learning.

The effectiveness of leadership and management of the early years provision

The provision is well organised with relevant documentation maintained to support children's welfare. Policies and procedures have recently be reviewed and include clear recruitment and vetting arrangements to check staff's suitability to work with children. Staff induction and ongoing training helps to ensure they are clear of their roles and responsibilities and supports their continual development. Effective security measures are in place to protect children, such as use of passwords for persons authorised to collect children. Staff carry out risk assessments to ensure that children play and learn in a safe environment, both inside and out. However, risk assessments for outings are not clearly recorded, which is a requirement. Staff have a clear understanding of signs and symptoms of child abuse and procedures to report any concerns, which supports them in safeguarding children.

The enthusiastic team of staff work together well, regularly communicating to ensure information continues to shared to support children's individual needs. The play environment is well-planned with low level resources easily accessible allowing children to make independent choices about their play. Staff make sure all children are able to join in activities, for example, children have small individual jugs to pour their drinks at snack time and individual bowls and cutlery are provided for each child during cooking activities. Children's play experiences are sensitively supported by staff while still ensuring each child is able to work at their own pace and develop their own creativity.

Good partnerships are established with parents and carers and regular two-way exchange of information with parents supports staff in meeting children's needs. Parents are kept well-informed about the provision through the pre-school prospectus and website, notice boards and regular newsletters. Parent receive details about their children's progress and development through informal discussion and children's folders which are sent home termly. However, opportunities to maximise parents involvement in their child's learning and to link with other early years settings children attend, have not been fully explored to promote continuity of care and learning. A particular strength of the group are the strong links they have established with the local school which means children's transition from pre-school to school is supported well.

The pre-school have systems in place to evaluate the provision and focus on improvements for children. For example, they have recently been successful in gaining funding to re-vamp the outdoor area to enhance learning experiences for children. Staff have a positive attitude towards ongoing development and liaise with the local authority advisors for advice and support.

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

Children quickly settle and soon begin to feel confident and secure in the relaxed, child-orientated environment. They feel comfortable to make their needs known

and enjoy sharing experiences with staff, who are friendly and interested in them as individuals. Children benefit from the staff's positive interaction, who provide good levels of support and encouragement to enable children to make progress in all areas of their learning and development. Staff have a clear understanding of children's abilities, and use photographs and observational assessments to help monitor their achievements. However, these are not clearly linked to the areas of learning and systems to help staff identify any gaps in children's learning are not yet established. Staff make good use of the outdoor play spaces, promoting child-initiated learning and fostering children's imagination well. Topics and themes are instigated by children's interests, such as 'Dinosaurs' and provide fun and interesting learning experiences. For example, children enjoy weekly 'adventures' as they go on walks to explore their local surroundings, investigating with magnifying glasses, bug pots and cameras. Children are generally well behaved, they cooperate at tidy up time receiving praise and encouragement from staff which helps to build their self-esteem.

Children are happy and settled. Their independence is fostered well as they confidently choose their own resources and wash up their cups and plates after snack. For example, children freely select pens, paper, scissors, sellotape, glue and glitter to create their own pictures. Children's language is effectively promoted as staff get actively involved in their play asking questions to develop their thinking. Children learn about numbers, counting and problem solving through planned activities and daily routines, such as counting how many children present at group times and how many boys and girls. Children have good opportunities to use their senses through the wide range of sensory activities provided, such as rice and pasta, sand, water, and clay. They have fun outdoors concentrating for a considerable time as they pour the water down the guttering, working out that moving the leaves makes the water run faster.

Children enjoy a healthy lifestyle. They practise good procedures for their own personal hygiene, and learn about what food is healthy through discussion and the provision of nutritious snacks of fresh fruit. Children have daily opportunities for fresh air and exercise, with choice of a good variety of equipment to help develop large muscle skills. They learn about keeping themselves safe in their play through the gentle reminders by staff and being taught road safety when on outings.

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

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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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