

Hagbourne Pre-School

Inspection report for early years provision

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Inspection date	03/12/2009
Inspector	Jill Milton
Setting address	Main Road, East Hagbourne, Didcot, Oxfordshire, OX11 9LR
Telephone number	07776 404124
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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

Hagbourne Pre-School was established in 1969 and is managed by a voluntary committee. The pre-school is located in the village of East Hagbourne and the intake of children is from the village and surrounding communities. The pre-school has the use of two rooms in the village hall and there is an enclosed outdoor play area. The pre-school is registered on the Early Years Register and may care for a maximum of 32 children in the early years age range at any one time. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. There are currently 42 children in the early years age range on roll. The pre-school supports children for whom English is an additional language. The pre-school opens each weekday during school term times, with sessions from 9.00am until 12.00 noon on Monday, Wednesday and Friday. On Tuesday and Thursday, there is an additional lunch club and an afternoon session from 12.00 noon until 2.30pm. The pre-school employs seven staff, four of whom hold appropriate early years qualifications and one who is undertaking training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff and committee work effectively together to provide families with a welcoming village pre-school. There is a positive approach to development, both in terms of support to staff and in making improvements that benefit the children. There are successful partnerships in place between staff, parents and other providers caring for the children. Staff promote children's welfare well in most aspects and children are making good overall progress in their development. The children demonstrate an enthusiastic approach to learning through play and staff take into account their individual interests and needs.

What steps need to be taken to improve provision further?

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

- ensure all paperwork relating to child protection is up-to-date and that recommended reference materials are readily accessible for all staff
- extend assessments of the children's development so that each child has clear targets to help them achieve the next steps in learning

The effectiveness of leadership and management of the early years provision

The pre-school has effective systems in place for the safe recruitment of new adults. A carefully structured mentoring procedure ensures new members of the team receive the support they require as they become familiar with their role. The staff attend training in the area of child protection and are aware of the steps to follow if they have concerns for a child's welfare. Some areas of paperwork relating

to safeguarding are not fully up-to-date and recommended reference materials are not readily to hand. Staff undertake regular written risk assessments of the premises and they review their records when something new occurs, such as a damaged fence and visit by maintenance workers. Staff also include outings in their assessment of safety issues and they take sensible steps such as providing children with high visibility vests when they are out in the village. The staff team work well together and they set out a wide variety of activities for the children each day. The pre-school owns many good quality resources to support all areas of learning and they find ways around the limitations of their accommodation, for example putting up laminated notices each day to increase children's awareness of print. For the majority of time, staff present resources well, though during some sessions toys can become spread over a wide area and are a potential trip hazard to children. Staff respond to requests from children for specific toys, promoting a sense of inclusion by valuing children's opinions.

The staff have a positive attitude to their own professional development. They receive regular appraisals and there are development plans in place to bring about improvements over time to the group. The staff use self-evaluation to reflect on their practice and they address recommendations from previous inspections. The staff respect the families who attend the pre-school and they encourage parents to become involved through the committee or helper's rota. There are successful partnerships in place with the parents and carers. The staff use questionnaires to seek parental feedback and they respond to views. A request for more information about the daily activities, for example, was addressed by displaying laminated photographs of typical events. Parents receive good feedback about their children, through informal conversations and shared written records. New parents receive a warm welcome and staff explain to them the routine and provide them with a pack of helpful written information. Policies are in place to cover all areas of the pre-school procedures and staff find new ways of sharing them through the internet, remembering to offer alternative paper copies if parents prefer this method. The pre-school is in the process of making some close links with others offering care to the children. Invitations from the local school are readily taken up and staff make moves to contact other providers to share information that supports the care of the children.

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

Children spend a happy time at pre-school and are making encouraging progress across the areas of learning. Children are developing confidence and independence as they look after their belongings and try to get themselves ready for outdoor play. Children play co-operatively and often create shared imaginative games, making up their own stories. Staff share books with the children from the wide selection available and children are becoming familiar with rhyming words and songs. Conversations are an important part of the day, with staff and children sharing times together. Children are progressing with their co-ordination and control as they use spontaneous mark making with paper and pencils or complete a puzzle. Staff support children's understanding of number with activities for counting, sorting and shape recognition. Children confidently count their friends at

a snack table and ensure that each receives a cup for their drink. Another area children are progressing well in is the use of computers. The equipment is in frequent use as children operate the computer mouse with control, contributing to their skills for the future. Children also learn about recycling of items like paper or apple cores and participation in the Forest school initiative enables children to learn about the care of natural wooded areas. Staff make the most of their village location to extend children's learning about their environment. Regular walks and visits from helpers in the community such as the ambulance and fire services, aid children's understanding of the world. Older children benefit from afternoon sessions where there is a little more emphasis on focused activities to aid their concentration.

Children are receiving positive messages about staying healthy, as they access fresh drinking water from a water dispenser or eat hot toast and fruit at daily snack time. Staff sit with their key group of children at snack time to support their needs and parents share any important details about children's health so staff are aware. Staff have a good general understanding of how to promote good hygiene in the pre-school and a recent acquisition of funds to renew the toilet facilities is a welcome bonus. Staff ensure that tables receive a wipe before snack times, though do not provide children with plates from which to eat their food. Children play outdoors in the fresh air on a regular basis and they access equipment indoors that helps them to gain physical skills. They enjoy experiencing different textures and materials, such as water play or finding the model snakes in a tray of compost. An interest table reflects the current theme and enables children to handle natural objects and explore them using equipment like a magnifying glass. Children generally behave well at pre-school and staff use simple guidance to the children to promote their positive behaviour, for example saying 'Use little steps indoors' rather than 'Stop running'. Children receive encouragement to share and take turns and they sit well together in large groups. They are gaining positive messages about diversity through celebrations of festivals through the year, linked to their own culture and examples from the wider world. Staff plan the sessions to provide children with a wide variety of experiences and they offer two rooms for play and the option of outdoors. Plans link to the Early Years Foundation Stage and cover all areas of learning. Staff regularly monitor the children's development and they share this information with parents. Key persons know about the children in their small group and they bring ideas to planning meetings for supporting their children's interests. This does not always clearly define what the next steps are to support the children's learning.

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	3
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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