

# Holmbridge Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	311306
<b>Inspection date</b>	12/11/2009
<b>Inspector</b>	Hilary Mary Mckenning

<b>Setting address</b>	Holme Band Room, Woodhead Road, Holmbridge, Huddersfield, West Yorkshire, HD9 2SA
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<b>Type of setting</b>	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*.

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).

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## Description of the setting

Holmbridge Pre-school opened in 1970 and is managed by a committee of parents. It operates from Holme Band Room in Holmbridge, near Holmfirth. There is a fully enclosed outdoor play area. The pre-school is open each weekday from 09.20am to 12.20pm during term time only.

The pre-school is registered on the Early Years Register. They may care for a maximum of 24 children at any one time, and there are currently 34 children on roll aged from two to under five years of age. Children attend a variety of sessions. The pre-school has five members of staff and parent helpers. There are four members of staff who hold an appropriate 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 satisfactory.

Children are happy and eager to participate in the range of interesting activities where they can learn about themselves, discover differences, and confidently initiate their own play. Planning is focused around children's interests, and observations show children are making progress in their learning within a secure environment. Most of the required documentation is in place; however, there is no information about who has parental responsibility for the children. This is a breach in the welfare requirements.

The provider recognises the value of continuous improvement and is developing a system to monitor and evaluate the service they offer. The provider has positive links with parents and welcomes their comments including them in the evaluation process. Although this does not extend to involvement in children's learning and development, and does not include links with other settings.

## What steps need to be taken to improve provision further?

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

- obtain information about who has parental responsibility for the child (Safeguarding and welfare).
- 27/11/2009

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

- review hygiene routines to promote children's good health and help prevent the spread of infection
- develop further risk assessments to cover anything which a child may come into contact with both indoors and outdoors
- use the information from observations to plan activities to help children's

- progression towards the early learning goals
- develop links with other providers and parents to ensure the continuity of children's learning.

## **The effectiveness of leadership and management of the early years provision**

The provider has a sound understanding of their role in safeguarding, and there are clear processes to follow should there be any concerns they may have about a child. There is a selection of policies and procedures, which are shared with parents and contribute to the operation of the service and the welfare of the children. Most required records and documentation are in place and stored securely. However, the provider does not have information available about who has parental responsibility for the children. This is a breach in the welfare requirements.

Appropriate vetting procedures ensure that all adults in contact with children are suitable to do so.

Children are aware of how to keep themselves safe; all children are involved in regular fire drills and discussions with staff around safety, and why rules are needed. Children are encouraged to think about road safety, and during their role play they dress up as the Police and crossing patrols, directing other children around the playroom. Risk assessments are completed for the premises, and areas requiring attention are acted on, to ensure that children are kept safe. However, this does not include when off the premises. The provider demonstrates that they are able to make the necessary improvements and involves staff and parents in the monitoring and evaluation process.

The setting is developing an understanding of the Early Years Foundation Stage framework (EYFS), and is beginning to use observations and assessments of children's achievements to identify the next steps in children's learning and development. However, these are not routinely used to inform planning and meet children's individual needs. There is a positive relationship developing between staff, children, and their parents. Staff regularly share information with parents; through the notice board, newsletters and daily feedback, to keep them up to date about the care of their children. Parents attend annual meetings and are invited to complete regular questionnaires and make use of the suggestion box. The setting is developing some links with other providers of the EYFS, although this is still in its infancy.

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

Children enjoy their play and learning through the organised and flexible approach of the staff. Staff takes advantage of situations that may arise and focus on children's interests. For example, when children were discussing going on a picnic, play materials were introduced for them to gather food and other items they would like to take with them. Children are forming positive relationships and readily

involve their friends and adults in their play, asking them to help look for the buried treasure whilst dressed as pirates. Children explain and give clear direction as they search for the 'x' that marks the spot where the treasure is buried. They are competent when clearing away activities and eagerly join in with the dust pan and brush when sweeping the floor and putting the activities away.

Children are confident and share reading their favourite books with their peers and staff. They join in the familiar story as they count the number of eyes the aliens in the story have, and compare that to the number they have. Children enjoy daily physical activities and cheer as the music starts to signify it is time for the exercise session.

Children's future economic well-being is fostered through a positive relationship with staff. They are encouraged to make a positive contribution by becoming involved in all areas of play. They access a wide variety of resources to help them understand and learn about other cultures and take part in other festivals and celebrations. Children use programmable toys and the computer with ease. Children's behaviour is effectively managed and positive encouragement means they behave well. Children show kindness and consideration as they help each other when putting on their coats before going out to play, and pouring drinks at snack time. Children enjoy daily outdoor activities and recall the different insects they found in the 'log house' they built for when the hedgehogs hibernate. Children carefully collect water and mix it with the sand tray saying they need to make the sand wetter as the castles keep falling down. They then begin to count the sand castles they successfully build.

For the majority of the session, children follow established hygiene routines and appropriate measures are in place, allowing children to independently access the bathroom facilities. However, the organisation of snack times does not promote good hygiene practises or help reduce the risk of cross infection. There are suitable systems in place to deal with accidents involving children, and all written parental permissions are in place. Parents have been informed about the procedure for making a complaint and there is a system for keeping a record of any complaints.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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