

# Horsley Woodhouse Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	206799
<b>Inspection date</b>	08/10/2009
<b>Inspector</b>	Diana Pidgeon
<b>Setting address</b>	Methodist Church Hall, Main Street, Horsley Woodhouse, Ilkeston, Derbyshire, DE7 6AU
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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).

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.

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## **Description of the setting**

Horsley Woodhouse Pre-School opened in 1993. It is independently run by a voluntary committee of parents and operates from the Methodist Church Hall in Horsley Woodhouse. There is a small enclosed area for outdoor play. A maximum of 20 children may attend at any one time. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The pre-school is open each weekday during term-time only. Session times are from 9.30 am to 12 noon for younger children and until 12.30 pm for funded children.

There are currently 25 children aged from two to under five years on roll. Most children come from the local community. The pre-school supports children with special needs and/or disabilities and is in receipt of funding for the provision of free early education for children aged three and four years.

The pre-school employs six members of staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children thrive in this happy, caring environment. They learn through a good variety of well-planned, fun activities and practical experiences that help them to become confident, independent learners. Generous staffing ensures children receive high levels of attention and that all children are fully included in every aspect of the provision. Parents play an active role in the pre-school, being valued as partners in their children's care and education and helping to shape the service provided. The pre-school has acted upon all of the recommendations made at the previous inspection and staff use reflective practice and self-evaluation well, showing an ability to make continuous improvements.

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

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

- review the organisation of snack time so that children's individual needs are more fully met
- identify more clearly each child's next steps in learning and how these will be promoted through the planned activities
- develop further the use of the outdoor environment to support all areas of children's learning.

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

The manager, staff and committee work effectively together to ensure the smooth and efficient running of the pre-school. Their dedication and commitment underpin the success of the provision. Staff show a good understanding of the procedure to safeguard children and know how to refer concerns to the relevant agency if required. Robust recruitment procedures ensure suitably qualified and vetted staff work with the children. Risk assessments are completed for the setting and any outings, and all hazards have been identified and suitably addressed. Security is maintained at all times, with effective measures taken at the times of arrival and departure to ensure children cannot leave unaccompanied. Overall, staff pay high regard to ensuring children's safety through effective supervision and practical steps such as ensuring regular fire evacuation practises are held. All aspects of record keeping and documentation are well organised, readily available and promote the efficient and safe running of the group.

The staff show a real sense of enthusiasm and commitment to providing a good service for the children. They work well as a team, sharing responsibilities and being fully involved in the planning of activities and evaluating the provision. They undertake ongoing training to enhance their knowledge and skills, which in turn improves the outcomes for children. Generous staffing and effective deployment within the room means that children receive high levels of attention and support for their learning. They spend their time fully engaged with the children and this fosters warm and trusting relationships. The staff ensure that the hall is set out attractively before the children arrive and this has a positive impact on the way they settle easily at the start of each session. Children benefit from plenty of free-play, along with some short adult-led activities. Planning takes account of children's interests and provides a relevant and appropriate curriculum that is well-matched to children's abilities. Observation and assessment are undertaken rigorously and provide a full insight into the children's progress. However, the next steps in learning for individual children are not always clearly identified and reflected within the planning process in order to maximise progress. Generally the pace of the session is good and the extended part meets the needs of the older children well. However, the organisation of the snack time routine, including the group times before and after eating, is not entirely effective in meeting children's individual needs.

Staff work closely with parents and build strong relationships with them. Effective communication and sharing of information means children's needs are known and met. Parents speak highly of the group and their children's achievements. There are many ways in which parents play a part in the pre-school, including helping on a rota basis, being a part of the committee and helping with outings. The pre-school fosters good partnerships with other professionals and this really benefits the care of children with special educational needs. Staff are committed to inclusion and have experience and training to support the care they provide. Transition to local schools is supported as teachers visit the pre-school and relevant information is shared to promote continuity. Accurate self-evaluation

contribute significantly to the pre-school having a realistic view of their practice and developing sound plans for future development.

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

Children thoroughly enjoy their time in the pre-school and enthusiastically take part in the wide range of practical activities and experiences provided. For example, young children practise their scissor skills by cutting cooked spaghetti and this leads to older children accurately cutting around shapes that they have drawn on paper. Resources are easily accessible, allowing children to choose what they wish to do, therefore fostering independence. This is further promoted as children develop self-help skills such as pouring their own drinks and putting on aprons for messy play. Children quickly learn how to be a part of a group and enjoy the company of others. Staff encourage children to learn how to share and take turns by playing alongside them, for example, with a shopping game. Children begin to recognise their own name cards as they self-register and are keen to draw and paint. Imaginative play inspires the children and the well-resourced shop with it's till, phone, money and goods provides endless fun for many. Staff involvement in this area ensures that children's learning is maximised as they write shopping lists, count change and make up deliveries to be taken out to the homes. Children have opportunities to be active as staff clear a space in the hall to provide ball games and to take part in group games such as 'The farmer's in his den'. The children are gaining benefit from their access to the new outdoor play area which allows them opportunity for fresh air. Staff plan different activities outside, such as chalking, but also make use of spontaneous opportunities such as a bus or tractor passing by. However, the use of the outdoor space is not yet fully developed to support all areas of children's learning.

Children show an understanding of safety as they sit sensibly at group times and walk around the room. They understand the expectations for their behaviour because staff offer sensitive and consistent guidance, and praise children when they do well. Children learn about healthy eating and try a variety of foods at snack time. There is a varied snack menu and children enjoy eating yoghurt, banana and dried fruit. All aspects of personal hygiene are promoted so that children develop a good understanding of how to wash their hands independently and why this is important to keep them well. Group activities help to foster a sense of community as children listen respectfully to others. They are keen to express themselves during 'show and tell' and join in enthusiastically at singing time. Children learn a good repertoire of songs and rhymes that help the development of their language and support their counting skills. Staff's support for the children's learning and the way they differentiate activities to make them challenging and achievable for each child, ensure all children make good progress and develop the skills needed for their future success.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

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