

Haddenham Pre-School

Inspection report for early years provision

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Inspection date	15/10/2009
Inspector	Deborah Kerry
Setting address	Chewells Lane, Haddenham, Ely, Cambs, CB6 3SS
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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*.

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

Haddenham Pre-School opened in its present location in 1972. It operates from a mobile building and has one main room and a small computer /quiet room. There is a secure play area at the front of the building which is shared with a day nursery operating from the same site and a small grassed area at the back of the building for the sole use of the pre-school. The pre-school serves the local area. The building is accessed via a ramp.

There are currently 34 children attending who are within the Early Years Foundation Stage (EYFS) age group. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions. The setting supports children who have learning difficulties and/or disabilities.

The group opens five days a week during school term times. Sessions are from 09.15am to 11.45am. There are also afternoon sessions on Tuesdays, Thursdays and Fridays from 12.30pm to 15.00pm and an optional lunch club operates on Monday and Wednesdays until 12.45pm.

Five staff work with the children and of these all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage (EYFS) are effectively supported by the experienced and well-qualified staff. Children's individual needs are fully understood by staff and through regular observations their interests and the next step in their learning has been clearly identified and are included in the weekly planning. The setting has developed good relationships with parents and seeks advice from other professionals to ensure that each child's individual needs are fully understood and can be supported. The setting has established good procedures for evaluating and monitoring their good practice and have identified clear areas for development to ensure that children's progress is fully supported.

What steps need to be taken to improve provision further?

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

- develop further the observations, assessments and systems for monitoring children's progress towards the early learning goals to ensure that the aims set for children's learning are met.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively supported as all staff have a good understanding of their responsibilities for safeguarding children. All staff have attended training on safe guarding children and there are clear policies and procedures for them to follow should they have any concerns about a child's welfare. Written risk assessments have been undertaken for all areas, equipment and activities, for both the inside and outside of the setting to ensure that children are effectively protected from any potential dangers. Staff take turns to complete a daily checklist to ensure that children are not exposed to any possible hazards. This ensures that their knowledge around maintaining children's safety is up-to-date.

Parents are kept fully informed of their child's progress, as their progress records are available for them to view. This ensures they are fully involved in their child's learning and development. The pre-school has an open evening which parents are invited to attend so that they can talk to their child's key person and discuss their child's progress. Parents also receive regular newsletters and the notice board displays further information which ensures they are aware of events and activities within the pre-school. Parents are encouraged to be actively involved with their child's early education as they can join the committee and help with fundraising and bringing in items to support topics and themes. There is a parent's rota so they can help at a session which allows them to see first hand the range of resources and activities that are used to support their child's learning. The pre-school has introduced a 'WOW' board, for parents to record their child's achievements at home which are celebrated and added to children's progress records. This consolidates parent's involvement in their child's learning and ensures that staff are kept up-to-date with children's learning. The pre-school have introduced a 'contact book' for children who attend other settings. This provides good information from other carers on children's abilities and interests which staff can use to plan activities and provide resources to effectively meet children's individual needs.

The setting has in place a comprehensive range of policies and procedures to support the staff's good practice. Staff are fully supported in their training and development. As a result all staff hold appropriate early years qualifications which benefits children's learning and development. All staff members have been included in reviewing and evaluating their practice through regular staff meetings and areas for development have been identified to benefit children and to further improve their good practice. Feedback from parents is obtained each year through annual questionnaires which helps to support the continued development of the pre-school. Parents are kept informed on the summary of the questionnaires and how this has informed any changes to staff practice. Staff use the Quality Framework documentation to review and evaluate their practice on an annual basis and ensures that any areas for improvement identified are added to their action plan. The pre-school's action plan and self-evaluation are reviewed regularly to ensure that they maintain their progress and improvements to benefit outcomes for children.

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

Children are developing a good understanding of personal hygiene as they are encouraged to wash their hands before eating and after using the toilet. Children engage in 'free flow' play to the enclosed outside area which promotes their physical development and supports their learning. Children are encouraged to self-select and serve their own snack, they pour their own drinks which effectively promotes their self-care skills and their independence. Children have a variety of healthy food each day for snacks which develops their understanding on eating a healthy diet. For example, they have a selection of fresh fruit to choose from according to their own tastes. Children access the outside area, where they run, jump, slide, crawl, roll and throw balls to each other and bounce on a mini trampoline to promote their healthy growth and development.

All staff have a good knowledge of the EYFS and work together to plan a range of activities around children's individual interests and their next steps to support their continued progress. Each staff member undertakes observations on their key children. This record is then used to plan activities on a weekly basis which effectively supports the children's progress in learning and development. However, children's progress records do not always show how their development is linked to the developmental scales to show their progress towards the early learning goals or what they have achieved. Staff adapt activities to ensure that all children are able to participate regardless of their individual abilities. Individual plans are developed with support from parents and other professionals to ensure that all children are fully included and supported in their learning and development. Children have access to a range of resources and different world festivals are celebrated throughout the year, which helps to promote their understanding of the wider world. Children are provided with a range of activities to support their recognition of numbers when they count how many children are present and when selecting fruit at snack time. They compare groups of objects, staff use mathematical language 'more' and 'less' to support children's knowledge around calculation. Staff discuss with children different shapes and colours when they match puzzle pieces together.

Children are learning how to keep themselves safe as staff remind them to use their 'walking feet' when inside and to stay seated when they are eating. Children choose books to look at independently and listen to the stories staff read to them. This develops their understanding that words have meaning and support their early reading skills. Children develop their pencil control by using a range of resources. For example, they use brushes when painting and use pens, pencils and chalks both inside and outside to support their play and extend their learning. Children are developing a good understanding of technology as they use the mouse to follow the instructions when playing games on the computer; they are able to complete their activities and games successfully. Children are provided with a wide range of resources for role play to support their understanding of Space which children have shown an interest in. They draw and create star pictures using glitter and shiny paper and go in trips to the 'moon' in the space ship they have

created. Children take turns to propel a space ship into the air as they step on a pump to 'blast off' the rocket and compare how high it goes.

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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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