

HARROW WAY PRE-SCHOOL GROUP

Inspection report for early years provision

Unique reference number 109939
Inspection date 03/11/2009
Inspector Beryl Richmond

Setting address Harrow Way Community School, Harrow Way, Andover,
Hampshire, SP10 3RH
Telephone number 01264 364900
Email clive.graham@harrowway.hants.sch.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Harrow Way Pre-School opened in 1977. It is a community pre-school run by a voluntary management committee. It uses a room in the community building in Harrow Way Community School. It has its own enclosed outdoor play area and has use of the art room, sports hall, library, information and communication suite and smallholding at Harrow Way Community School. It has strong links with the local Portway Infant and Primary Schools. It is accessible for people with disabilities.

The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children under the age of eight years may attend at any one time. Currently, there are 37 children on roll, 26 of whom are in receipt of government funding for nursery education. The pre-school opens every weekday during school term time from 9.00am until 12.00pm. It is open every weekday afternoon from 12.30pm until 3.30pm, except on Tuesdays. The pre-school welcomes children with special educational needs and/or disabilities and children who speak English as an additional language.

Five staff work with the children; of these, four have Early Years qualifications at Level 3; one has a relevant Level 2 qualification.

The setting is a member of the Pre-School Learning Alliance and works closely with the local authority Early Years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled as they enjoy a wide range of activities in a friendly atmosphere. The needs of all children are taken into consideration and they make choices about they would like to participate in. Teamwork is strong and relationships are warm and positive so that children develop confidence and independence. Partnerships with parents are strong. The leadership and management of the pre-school are not complacent and consequently it has improved well since the last inspection and has good capacity to improve further.

What steps need to be taken to improve provision further?

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

- make a record of daily risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment). 30/11/2009

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

- develop the outdoor area so that children can play outdoors, whatever the weather, by providing a cover, and enjoy a wider range of outdoor play equipment
- develop all staff's confidence in planning for individual children's needs.

The effectiveness of leadership and management of the early years provision

The pre-school runs smoothly on a daily basis. There are good policies and procedures in place to ensure children's safety. All staff are trained in child protection and rigorous recruitment procedures are followed. There is a good commitment to the personal development of staff through regular appraisals and acting on advice from local authority early years advisers. The building and grounds are secure to prevent uninvited visitors and children are well supervised at all times. To ensure children's safety, risk assessments are carried out regularly. These are well documented except for the daily risk assessments of the building. There are regular health and safety checks and fire drills.

The parents' booklet summarises key information on policies and procedures well. Parents' comments are overwhelmingly positive. The pre-school is very keen to receive feedback from parents to help the staff improve it further. For example, it was as a result of a parent's suggestion that the sweatshirt was introduced. Relationships with parents are friendly and open. There is a good system in place so that parents can contribute to their children's records when they start at the pre-school.

Links with the Reception class in the local primary school are well established. This ensures that there is a smooth transition to school for the pre-school children. Links with the secondary school, where the pre-school is located are very strong. This means that not only do the children benefit from using some of the secondary school's facilities but also pupils from the secondary school support the children's learning of information and communication technology skills on a regular basis. When necessary, staff make good use of specialist knowledge to support children's needs. Staff have a positive attitude towards equality and diversity. All children are valued and fully included in all the activities of the pre-school.

The areas for improvement identified at the last inspection have all been addressed well. The setting evaluates its provision well and has an accurate view of what its priorities for improvement should be. Much of this information has been recorded in a useful self-evaluation form, which is almost complete. There are two key areas for improvement. Although the outdoor area is large and has good access, it does not have a cover so that children can play outside whatever the weather. In addition, there is no large climbing equipment to develop children's physical skills. Much work has been done to ensure that all staff are trained in the Early Years Curriculum but the setting recognises that not all staff are equally confident in planning the next steps for the children they are responsible for, as key workers.

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

Children are well cared for. Their behaviour is good. They enjoy each other's company and play in small groups, well supported by staff. There are many opportunities for speaking and listening through conversations at the snack bar, which children access when they choose to, role-play and during the various activities provided for the children. In addition, there are specific language groups, which are supported by Outreach workers, during the week to give children targeted support with their language development.

Planning has been completely revised since the last inspection to ensure that children's interests are catered for better and so that they can make choices and develop their independence well. The impact of these changes can be seen in happy children who engage well with their learning through play. Detailed records are kept of each child's development, with information gathered in various ways, including photographs, post-it notes and planned assessments. Staff meet regularly to discuss children's progress and their next steps. More experienced staff lead these sessions and the setting is aiming to ensure that all staff are equally confident in this regard.

Resources, which meet the needs of the children's different ages, are freely available for them to access and it is clear that these routines are well established. Children learn to count and develop their mathematical and problem solving skills through, for example, rhymes and games, which they enjoy. There are useful markings on the surface of the outdoor area to develop mathematical skills. Children learn about the needs of growing plants through their visits to the school's smallholding and about a healthy diet through the healthy snacks and drinks available in the snack bar. Good attention is paid to developing healthy habits like hand washing after using the toilet and before eating food. Children have a good awareness of how to stay safe for their age. For example, they behave well and put resources away safely. They willingly help with tidying up at the end of the morning. Because the setting pays good attention to the development of personal skills, language and information and communication technology skills, children develop skills that will be useful to them as they transfer to school. Creative skills develop well through opportunities to play musical instruments, to sing and to participate in a wide range of art and craft activities.

Many children choose to play outdoors because they particularly enjoy the physical activities available to them, and they have free access to this area. However, when the weather is bad because of the lack of a cover, this area cannot be used. The indoor environment is well organised, with examples of children's work on display and useful prompts for vocabulary.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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