



Hazeldene Heights Pre-School

Inspection report for early years provision

Unique Reference Number 219093

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Inspector Paula Durrant

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Type of inspection Integrated

Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Hazeldene Heights Pre-School is run by the Church Council of Putnoe Heights Church. It opened in 1972 and operates from three separate play rooms within the church premises. It is situated in a quiet side road on the outskirts of the town of Bedford. A maximum of 52 children aged from three to five years may attend the pre-school at any one time. The pre-school is open five days a week between the hours of 09.30 until 12.00 every day and 12.30 to 15.00 Mondays and Wednesdays

only, term time only. All children share access to a secure outside play area.

There are currently 50 children from two to five years on roll. Of these 49 funded children receive funding for nursery education. Children in attendance live locally. The group supports children who have special needs and children who speak English as an additional language.

Eight staff work with the children. Five have early year qualifications. One member of staff is currently on a training programme. The setting receives support from the reception teacher at the local school as well as guidance from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of health and hygiene through following daily routines, which includes washing their hands after using the toilet facilities and prior to eating food, such as at snack time. Good provision, such as a bowl of soapy water within close proximity of messy craft and cooking activities ensures children have good opportunities to maintain their cleanliness. However, children do not always develop an understanding of the reason why they wash their hands, as staff give limited emphasis towards discussion about germs or the affects of poor hygiene in relation to keeping their bodies healthy. Although soap is available within the toilet area, it is not always used. This potentially restricts children in developing an understanding of how to keep themselves healthy through use of a preventative cleaning solution. Detailed written health and hygiene procedures guide staff in their working practice. For example, staff wear disposable gloves when dealing with bodily fluids and rigorously abide to their sickness policy in relation to exclusion periods. This ensures children stay healthy as the spread of infection or cross contamination is minimised. Children benefit from a healthy diet where all snacks are nutritious and prepared on site. Individual dietary needs are complied with. Children remain fully hydrated. Drinking water is available at all times and supplementary choices of drinks are offered during snack. Children enjoy daily indoor and outdoor activities, which enables them to develop control of their bodies and improve their physical skills. For example, children access age appropriate wheeled toys, climbing apparatus and small equipment. Daily music and movement sessions give children the opportunity to exert energy and use their muscles, however staff fail to extend discussion to teach children about the effects that physical activity has on their bodies. Children rest and are active in accordance to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children stay safe within this secure and vigilantly monitored environment. For example, a dedicated deployed staff member meets and greets children and carers

on arrival, securing the door at the commencement of the session. Visitors to the setting remain supervised and their presence documented within the visitors' log book. Compliance to comprehensive written procedures and the recent appointment of a health and safety officer within the staff team, ensures the suitability of the premises and activities offered. Parents have a clear understanding of safety procedures as there is a separate guidance for parent helpers. Relevant risk assessments are completed on a daily tick chart. Staff record fire evacuations and safety checks with suitable frequency. Children access a wide range of practical activities and resources that are age appropriate and maintained in good repair. Children's safety is high priority, especially when away from the premises. A detailed outings policy and the revision of adult to child ratios, demonstrates a conscientious commitment to the overall care of children at all times. Staff give excellent priority to the supervision of the children. A daily rota dictates deployment of staff and responsibilities to be undertaken during the session. Good teamwork means children receive high levels of support in their play and in having their individual needs met. For example, staff inform colleagues if they need to leave their position such as when leaving the room to assist a child with their toileting needs. Although children know the rules and boundaries of behaviour, such as not running inside, they have limited understanding of how to keep themselves safe. All staff hold Criminal Records Bureau checks and abide to supervising unvetted persons appropriately. A member of staff holds the responsibility of child protection in the setting and has received suitable training in this field. This ensures children are protected.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive enthusiastically and are eager to participate in the activities on offer. They are confident in making independent choices as they freely access the activities on offer. Children remain fully engaged and focused in their chosen activity. Levels of concentration are good. Children play together cooperatively, taking turns and sharing equipment. For example, children shared the role of shop keeper in the role play area. This enabled everybody an opportunity to use the electronic till. Although staff are aware of the 'Birth to three matters' programme they have yet to implement this in practice.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making steady progress through the Foundation Stage. Staff use their knowledge and experience to provide a suitable variety of play experiences. Vigorous planning systems ensure a balance of activities across all areas of learning. However, delivery of the educational content is highly dependent on upon the staff's individual abilities and experiences. Although planning is thorough, staff do not make full use of children's individual assessment records. These are not used effectively to inform planning or set the next stages of learning. Consequently children's progress is restricted to staff's knowledge of individual children, which does not always draw the maximum learning potential for each individual.

Children are happy and settled and show a strong sense of belonging. They are confident in both small and large group situations and demonstrate a caring attitude towards others. They are adept at taking turns. For example, when using the computer they wait patiently until the sand timer has emptied prior to seeking their go. Caring staff ensure children with special educational needs and those that have English as a second language are fully involved and able to join in all activities. Children are beginning to assume some responsibility for their personal care. Children speak with growing confidence and share their experiences with others. They listen well to stories, join in responsively, and have books readily available at all times. Children are beginning to assign meaning to marks and to develop their skills of linking sounds and letters. They are beginning to count and recognise different shapes, however, there is insufficient emphasis on comparison of number and solving simple mathematical problems. Children develop a sense of time and place through group and individual discussions and through the daily routine. They have many opportunities to observe natural objects both inside and outside, and enjoy exploring the world around them. Children use technological toys in their play, such as a battery operated till in the role play area. They are developing their knowledge of other cultures and beliefs through the celebration of festivals. Children develop their physical skills through a wide variety of activities both inside and outside the building. These include activities to develop hand eye co-ordination and large physical movements. However, there is insufficient emphasis on developing children's understanding of health and bodily awareness. For example, children do not always benefit from learning about the affects physical activity has on their bodies as staff give restricted emphasis to talking about stretching their limbs and preparing their bodies prior to exercise or talking about getting out of breath following physical exertion. They experience a wide variety of media and materials when participating in various kinds of art and crafts. Children's imagination develops through a variety of role-play activities, including a home corner, baby clinic, and office. They have regular opportunities to sing songs and move to music.

Helping children make a positive contribution

The provision is outstanding.

Children from the local community and children with additional individual needs are warmly welcomed and included in this setting. Children develop a strong understanding and appreciation of other cultures. Access to a range of resources that reflect positive images and planned activities to celebrate festivals throughout the year enhances children's awareness of the various cultures in the wider world. This enables children to develop a positive attitude to others. Children are learning how to take turns and show concern for others. Children's spiritual, moral, social and cultural development is effectively fostered. Staff develop very positive partnership with parents to support children's progress in learning. Parent helpers are highly effective in the setting, enabling increased adult to child ratios which support children well. Staff and parents share important information about the children who receive nursery education. This two way sharing benefits the child and enhances their learning. Parents are warmly welcomed into the provision and actively participate in fundraising events. Parents are able to see their child's progress records on request and contribute to them. The partnership with parents is outstanding.

Organisation

The organisation is satisfactory.

The leadership and management of the nursery education is satisfactory. Senior staff are qualified and have an appropriate understanding of the needs of the children in receipt of nursery funding and of the Foundation Stage. A strong compassion to establishing a thorough and cohesive planning programme such as, producing a rotational two-year curriculum means that children potentially receive a varied balanced educational experience. The group have previously gained support from the advisory teaching services and development workers. They have recently completed their accreditation. However, limited emphasis towards evaluation or review of the nursery educational programme means that minor gaps have arisen. For example, assessments records are insufficient in detail and do not plot the next steps of children's learning. Regular reviews, appraisals and monitoring of staff is in place. Although staff access regular training courses, none have undertaken formal training in the Foundation Stage. This means that delivery of the educational programme is highly dependent on the structure of focused activities and staff confidence in extending children's learning through open ended questioning. This is not proving effective in securing continued improvement in teaching and learning. Staff are keen to listen and learn and take on suggestions for improvement in order to continue to promote children's learning in the best possible way. Induction training and a sound set of policies and procedures guide staff in ensuring children keep healthy and safe and have a wide variety of play and learning experiences. However, implementation of working procedures are not always consistently put into practice. Taken overall, the provision does meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the group were required to extend the risks assessments to identify action to be taken to minimise identified risk. The group have in place a dedicated health and safety representative who is responsible for implementing regular checks and recording action to be taken to ensure children stay safe whilst in attendance. They were also required to ensure children have access to drinking water at all times. Children remain well hydrated as a jug is provided in the hall with cups in addition to a drink at snack time. The group were also requested to extend their registration forms to include cultural needs. This is now in place.

At the last education inspection the group were required to review their assessment records to accurately reflect children's progress in the early learning goals and to make use of this information to identify and record the next steps in children's learning and therefore inform planning. New systems have been implemented, but due to organisational changes these have not been maintained. This therefore remains an area of development. The group were also required to ensure staff have regular supervision and appraisals to assist in the monitoring and evaluation of the educational provision. Staff receive regular opportunities to access their skills and to seek progression through the attendance of training, but have yet to complete any courses relating to the Foundation Stage curriculum. This therefore means that the

delivery of the educational programme is highly variable dependent on staffs' understanding and confidence in making full use of the curriculum and everyday incidental learning opportunities.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- extend children's understanding of healthy living such as learning about germs and the affects that exercise has on their bodies and how to learn about keeping themselves safe, for example through the implementation of the 'Birth to three matters framework'

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- abide to the correct terminology when drawing targets from the curriculum guidance, this refers to use of the stepping stones
- ensure assessment records are effectively maintained in order that they provide relevant and up to date information for each individual child, therefore enabling practitioners to draw upon individual ability and plot the next steps in learning and in turn inform planning
- implement a monitoring system to evaluate the effectiveness of the educational provision.

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