

Hawkesbury Pre School and Toddlers

Inspection report for early years provision

Unique reference number

136003

Inspection date

11/01/2010

Inspector

Linda Janet Witts

Setting address

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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*.

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Description of the setting

Hawkesbury Pre School and Toddlers opened in 1970. The group is managed by a voluntary management committee. It is registered on the Early Years Register and may provide care for up to 24 children aged from two years at any one time. There are currently 16 children on roll and of these 13 are in receipt of early education funding. The group welcomes children who speak English as an additional language and children with special educational needs.

The pre-school is open daily during the week, except Tuesday, from 8.45am to 11.45am, term-time only. They run a parent and toddler group on Tuesdays and a lunch box club is offered subject to demand. The pre-school operates from the Village Hall, in Hawkesbury Upton, South Gloucestershire. The premises have disabled access. The pre-school uses the main hall and occasionally a first floor room. There are toilet and kitchen facilities on the ground floor and the adjacent play park and playing field are accessible directly from the premise.

The committee employs three members of staff, two of whom hold Level 3 qualifications. They are supported by a regular volunteer and parents do regular playgroup duties. They also receive teacher support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The pre-school is a welcoming group that children like to attend, however, not all staff training requirements are met and some legally required documentation is not maintained. This compromises children's safety. Children make satisfactory progress in their learning and development. The partnership with parents and links with the local community are strong aspects of the provision; partnerships with other settings children attend are weaker. The enthusiastic committee members offer support to staff and are committed to improvement. The group does not have an effective system for self-evaluation.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that the practitioner designated to take the lead responsibility for safeguarding children within the setting attends a child protection training course (Safeguarding and welfare) 31/03/2010
- make sure that at least one person who has a current 29/01/2010

paediatric first aid certificate is present on the premises and on outings at all times (Safeguarding and welfare)

- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained. Records must be easily accessible and available for inspection by Ofsted (Suitability of adults) 29/01/2010
- maintain a record of risk assessment that identifies all aspects of the environment that need to be checked on a regular basis, the date it was carried out and action taken to minimise risks (Suitable premises, environment and equipment) 29/01/2010

To improve the early years provision the registered person should:

- introduce an effective system of self-evaluation in order to identify strengths and weaknesses in the provision and take action for improvement
- ensure that each area of learning receives sufficient attention
- plan an educational programme that promotes each child's individual learning. Ensure that activities and experiences planned build upon what children already know and can do and provide sufficient challenge for more able children
- develop links with other settings children attend, so as to regularly share the children's development and learning records and any other relevant information

The effectiveness of leadership and management of the early years provision

The group does not meet all requirements set to safeguard the welfare of the children attending. They have a child protection policy to follow but the practitioner designated to take lead responsibility for safeguarding children within the setting is not suitably trained in child protection. There is not always someone trained in first aid present with the children within the setting and on outings. The group cannot demonstrate that all staff and those in regular contact with the children have completed criminal records checks and staff records are not readily accessible for inspection.

Children are kept safe on outings and security measures and supervision within the village hall serve to promote children's safety. However, risk assessment has not identified all potential safety hazards and action to minimise them.

The friendly staff welcome all children and parents. They gather information about each child's individual needs from their parents and learn more about them through observation of the children at play. Parents are encouraged to support the group as committee members and by doing regular playgroup duties. Staff talk to

parents when they collect their children and newsletters also keep them informed about what is happening in the group. Children's progress records are stored in children's drawers so parents can look at them as they wish. Parents are not actively encouraged to contribute to these records.

The pre-school routine generally makes good use of time and includes time for group activities, free play, and play indoors and outdoors. The routine incorporates snack time that promotes healthy eating and on Mondays the children attend the local primary school to undertake physical play using school equipment. The pre-school holds a Healthy Pre-school Award.

Practitioners plan a suitable range of activities offering children choice and the ability to extend activities for themselves. Plans tend to focus around themes or planned visits and do not fully consider the children's varying stages of development. As a result more able children are not always sufficiently challenged in their learning. Each area of learning features in planning but areas where children's progress is weaker do not get sufficient attention, for example, in problem-solving, reasoning and numeracy. Excursions, community links and visitors to the setting enhance children's learning in knowledge and understanding of the world.

Some children attend different pre-school groups, nurseries and childminding settings. Staff have attempted to develop links with some settings but have not explored different ways to achieve successful partnership working.

The committee has developed and implemented an action plan to support staff and ensure the viability of the group. However, the group does not have an effective system to reflect upon and evaluate practice within the pre-school.

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

Children are settled and happy. Those new to the group detach from their parents/carers with confidence and quickly become familiar with the pre-school routine. The children get on well with one another; they learn to take turns, follow instruction and learn the behavioural expectations within the group.

While children play within the village hall they are supervised but there are potential risks that they are exposed to, such as, uncovered electrical sockets. Children learn to keep themselves and others safe on outings. For example, when they go to the school situated nearby, across the road, they put on high visibility jackets, hold hands and walk carefully in line; they stop at the roadside, look out for passing cars and tell the adults when they think it is safe to cross.

Children learn good hygiene practice, such as, hand-washing before they eat. They eat well, enjoying healthy snacks provided and prepared by parents on duty. Children get plenty of fresh air and exercise, utilising the adjoining play area and field. They use school gym equipment each week to develop their agility and climbing skills.

Children of all ages make sound progress in their learning overall. Their progress in communicating, literacy and skills relating to information and communication technology is developing. They are confident to talk and make their needs known; they like to look at books, listen intently to stories and are able to use laptops and programmable toys. Children gain knowledge and understanding of the world through some cultural celebrations and plenty of visits into the local community. For example: visits to Tortworth Farm shop to look at fruit and vegetables; to Studley Grange Butterfly Farm to get up close to goats, turkeys, geese and butterflies; exploration of snow covered land; fields of rape seed plants; and Westonbirt Arboretum. They also do joint activities with the school and also with the elderly residents of Beaufort House. Staff also invite visitors into the group, such as, police and fire officers and a neighbour who does cooking activities with the children.

Children sometimes count and some recognise shapes and talk about size. They construct using their own design ideas and combine different materials that they find in the craft trolley to make collages. They also draw and colour, with children showing increasing control when using writing implements.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
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	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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