

Hampton Magna Pre-School

Inspection report for early years provision

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Inspector Anne Felicity Taylor

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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

Hampton Magna Pre-School opened in 1985. It operates from the main hall and adjacent large room in the community centre in Hampton Magna, Warwickshire. The group opens on five days a week during school term time. On Monday, Wednesday and Thursday opening times are from 9:30am to 3:30pm and on Tuesday from 1.00pm to 3.30pm and Friday from 9.30am to 12.00pm. Children can attend for a variety of sessions and full day care. There is lunch club between 12.00pm and 1.00pm; children bring a packed lunch. All children share access to a secure enclosed outdoor play area.

The pre-school is registered on the Early Years Register to care for a maximum of 35 children. There are currently 42 children aged from two years six months to five years on roll. The pre-school serves the village and surrounding rural areas and Warwick town. The pre-school is able to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

Five part-time staff work with the children. Four of the staff hold early years qualifications and one is working towards a qualification. The pre-school offers education sessions to three and four-year-old children. Children learn through play.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school staff and committee have worked together to ensure that all the requirements of the Early Years Foundation Stage (EYFS) are met, although some documentation is not yet fully in place. Staff get to know the children as individuals quickly, so that appropriate activities are provided and support given to each child. This ensures they make at least satisfactory progress in all areas of development. Close relationships are developed with parents and some others involved with the children enabling staff to obtain most of the information necessary for them to provide for children's welfare needs. Changes since the last inspection have brought about improvement in some areas, although some aspects of the deployment of resources and staff interaction need to be re-addressed. Staff are completing training and developing a self-evaluation system which demonstrates a commitment to improve.

What steps need to be taken to improve provision further?

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

- increase opportunities in daily routines and play for counting and simple mathematics, and for children to recognise their names and write for a purpose
- ensure ongoing observational assessments include planning for each child's

- continuing development
- organise systems to ensure children receive an enjoyable and challenging learning experience at all times, with special reference to staff deployment and play areas
- develop further systems for self-evaluation.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because staff have a secure knowledge of possible signs and symptoms of abuse, and what action to take if they have concerns. Satisfactory recruitment and vetting procedures for all adults who work with children are in place, plus relevant checks on committee members. Visitors are monitored and recorded. The required ratios of staff to children are maintained, however, sometimes the deployment of staff means that children do not get sufficient support, and learning opportunities are missed. The environment in which children are cared for is safe because staff are vigilant and risk assessments are in place and reviewed regularly. A daily check list ensures the suitability of the indoor and outdoor areas before children arrive. The main play area is set out for the children's arrival and children can easily access resources that are suitable for their ages and abilities, including in the creative and graphics areas. Resources reflect society, promoting positive images of equality and diversity. Staff display skill at adapting activities to meet the needs of all the children. Generally, children are supported well in their play and learning, but sometimes, because of the organisation of the play area and staff deployment, learning opportunities are missed.

The newly appointed leader has firm ideas about how to implement general improvements, and the staff team has begun to consider the strengths and weaknesses of the setting and are developing more formal systems for self-evaluation. Staff are offered short courses to increase their skills and knowledge, and other staff are completing an early years qualification. The outdoor area has been improved considerably, and children are benefiting from regular outdoor activities.

Partnerships are in place with other agencies and early years workers who care for some of the children, including childminders. As a result, relevant information is exchanged to meet each child's needs. Parents are always made welcome and provided with information about the provision, including the curriculum through the news letter, and aspects such as the role of their child's key person. They are encouraged to share what they know about their child, particularly when younger children start, with staff obtaining as much information as possible about the child's routine, favourite activities and emerging abilities at settling in sessions. In return parents receive information about their child's day and staff take time to discuss significant achievements and any issues. Parents have access to all their child's records, and planning is clearly displayed. Parents become involved in the setting as committee members, helping out at sessions and going on local trips and outings further a field. Therefore, they feel involved in their child's learning.

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

Children have access to a wide range of activities and resources, covering all the areas of learning. Using their assessments and observations staff plan for each child, taking into account individual interests and level of ability. However, the next steps in each child's development are not always recorded. Children benefit from their strong relationships with staff and the generally high level of interaction. Children chat with delight about a recent family picnic, with staff responding with open questions, effectively encouraging language development. Children enjoy the experience of playing with remote control toys, digital cameras and 'telephones', learning about technology, and therefore, developing skills for later life. Learning pre-writing skills is considerably enhanced by 'Write Dance' sessions, when children gain in confidence and ability. An attractive variety of books and the library system in place encourages the children to use books well, and to share them with parents and carers. Children appreciate an individual story with a member of staff and group story time with models of Goldilocks and the Three Bears. Mathematics and problem solving learning are stimulated through songs and rhymes and building train tracks. Opportunities for counting, writing for a purpose and name recognition are sometimes missed in routines and activities. Children's creative and imaginative learning is generally well supported as they use play dough to 'make cakes', and paint copies of Starry Night by Van Gogh. Children are proud and enthusiastic as they look at and explain photographs of their Nativity Play, performed in the local church. Further opportunities are taken to raise the children's awareness of the needs of others, and of their own community, for example, raising funds by taking part in the Barnardo's Toddle, and having a stall at the village show.

Children's welfare is suitably promoted. They learn to be safety conscious following the Little Green Bear road safety rules, which staff remind children of regularly. Their understanding and consideration for others is further enhanced as they are reminded not to run in case they hurt themselves or others. Children are being introduced to a healthy lifestyle through daily access to activities outdoors, and there is plenty of free play space for indoor physical play. Healthy eating is promoted at snack time, with fresh fruit, milk and water available daily during self-service snack time. Good personal hygiene routines are in place, with independence encouraged as children wash their hands, and use tissues for their noses. There are robust procedures for administering and recording medication and recording accidents, keeping parents fully informed. The pre-school provides a positive experience for children with specific needs, adapting resources and activities if necessary. Children's behaviour is good and suitably managed, for example, giving reminders to the children to share and to be kind. All the children tidy up and some assist staff to prepare snack, learning effectively to be helpful members of the group. Children respond very positively and with pride as their good behaviour is acknowledged on the Kindness Tree.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

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

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