

Holton St Peter Pre-school

Inspection report for early years provision

Unique reference number	251520
Inspection date	01/02/2010
Inspector	Georgina Emily Hobson Matthews

Setting address	Holton & Blyford Village Hall, Lodge Road, Halesworth, Suffolk, IP19 8PL
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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

Holton St Peter Pre-school opened in 1973. It is managed by a voluntary management committee and operates from a room and an outdoor area in the Holton and Blyford Village Hall in Holton on the outskirts of Halesworth in Suffolk. Children attend from the surrounding area. The pre-school is registered on the Early Years Register and a maximum of 24 children aged from two to under five years may attend at any one time. It is open from 9.15am until 11.45am each weekday during term time. The pre-school provides a lunch club for children from 11.45am until 12.30pm and afternoon sessions from 12.30pm until 3.00pm on Wednesdays and Fridays.

There are currently 13 children who are within the Early Years Foundation Stage (EYFS) on roll and the pre-school is in receipt of government funding for nursery education. It supports children with special educational needs and disabilities and children who speak English as an additional language. The committee employs three part-time staff members to work with the children and each hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in all areas of learning in a welcoming and inviting environment. Staff members carry out a satisfactory evaluation of the service provided to children and families and identify and target some areas for development. Generally, children's welfare is promoted appropriately. Positive partnerships are formed with parents and some other EYFS providers in order to meet children's individual needs and to provide consistency of care.

What steps need to be taken to improve provision further?

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

- conduct and regularly review a risk assessment and carry out a full risk assessment for swimming at a local school pool (Suitable premises, environment and equipment) 26/02/2010
- obtain written parental permission at the time of a child's admission to the provision, to seek any necessary medical advice or treatment (Safeguarding and promoting children's welfare). 26/02/2010

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

- organise staffing arrangements to ensure children's safety at all times

- cover anything with which a child may come into contact within the risk assessment
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance.

The effectiveness of leadership and management of the early years provision

Children generally are safeguarded and protected as robust recruitment procedures are in place and all adults having access to children are suitable to do so. Staff members have a secure understanding of safeguarding issues. Most records, policies and procedures for the safe management of the pre-school are in place. Children's arrival at the pre-school is recorded in a register and robust systems are in place to ensure that children do not leave the pre-school unless accompanied by their parent or an authorised adult. However, there is no system to record late arrivals, early departures or when each child leaves the setting in order to maintain an accurate record of children's attendance. Generally, all areas and equipment are safe and appropriate for young children. Staff members complete an adequate safety check of indoor and outdoor areas prior to the arrival of the children. However, management has not conducted a robust risk assessment of the premises or of an outing to a local school's shallow swimming pool in order to minimise any potential hazard with which a child may come into contact and to assure their safety at all times. The pre-school is clean and hygienic and regular checks are made of the toilet unit in order to prevent the spread of infection. Each staff member holds a current paediatric first aid certificate. However, written parental permission to seek any necessary medical advice or treatment is not obtained always at the time of a child's admission to the provision in order to take appropriate action in the event of an accident or emergency.

The staff team and committee members have ambition and the capacity to improve. The management team reflects on the service provided to children and families and identifies and targets some areas for improvement. For example, the outdoor area has been enclosed and staff members access ongoing training in order to improve outcomes for children. However, the evaluation does not always reflect an accurate picture. It does not identify the fact that reduced staffing arrangements at some sessions, due to lack of funds, makes it difficult for the two staff members on duty to supervise children effectively. Although there were no major issues on the day of inspection, this staffing arrangement does impact on some aspects of care and education. Adults have a good awareness of how to support children's development. The village hall is organised effectively to accommodate children's play each morning and children have access to a wide range of inviting activities. Staff members are caring and generally attentive to children's needs. They involve themselves in children's play, listen carefully to their news and ideas and offer them lots of praise for their efforts. Sensitive settling-in arrangements are planned for each child and a staff member is appointed as their key person within the pre-school. Equality and diversity are well promoted. The pre-school has experience of caring for children with additional needs and adapts activities in order to support each child effectively.

Staff members form good working relationships with parents, some of whom act as committee members. Parents receive an informative brochure about the pre-school prior to the commencement of their child's care and receive updates about events and activities in regular newsletters and from notice boards. They have ongoing opportunities to discuss their child's progress with staff members at the beginning and the end of each session and are able to access their child's progress record. Parent's satisfaction about the service provided for children and families is reflected in their positive feedback. Valuable links have been made with a local school in order to facilitate a smooth transition for children. Staff members are planning a system to share information about children's progress when children attend other EYFS settings in order to promote continuity of care.

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

Children make steady progress in all areas of learning. Each staff member holds an appropriate early years qualification and the team has a secure understanding of the EYFS and children's learning and development requirements. A variety of interesting activities are adequately planned around children's interests and key persons maintain satisfactory records of each child's progress.

Children arrive happily and settle quickly to activities of their choice. They generally behave well but sometimes need reminders. Children are able to take turns and play cooperatively in small groups. They take on responsibilities as they help to tidy resources. Children feel safe at pre-school as staff members generally offer them clear explanations, consistent boundaries and gentle reminders of how to stay safe. For example, a staff member talks about the danger of sharp knives at snack time and of how to handle age-appropriate knives to cut fruit. Children are beginning to show an understanding about healthy lifestyles as they use and dispose of tissues, wash their hands after toileting and clean their hands before eating. They make healthy eating choices at snack time and enjoy a variety of fresh fruits. Children learn to access water when they are thirsty. They have regular opportunities for outdoor play and large physical activity indoors and outdoors. Children stretch and move to music, manoeuvre bikes and wheelbarrows competently around the outdoor area and move with confidence on large pieces of equipment.

Children are fascinated as they observe a parent feed and bathe her baby at pre-school. Staff members develop this interest by providing a range of activities around caring for babies. Children wash and dry dolls with great care and concentrate well as they dress the dolls in clothes. They immerse themselves in imaginary play as they take the dolls for walks in buggies or gently rock them to sleep. Children think about measurement and weight in preparation for a visit from a health visitor and the baby. They record their height on a wall chart with the support of a member of staff and talk about who is the tallest, taller or shorter. Children recognise their names as they arrive at pre-school and learn that print carries meaning in a print-rich environment. They have lots of opportunities to mark-make and to practise their emergent writing skills. Children count fingers as they draw around each other on large pieces of paper. They have opportunities to

develop their creativity as they paint, print and mould dough. Children learn how to make things work as they operate a compact disc player at a listening station.

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	3
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	2

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	3
The extent to which children adopt healthy lifestyles	3
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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