

# East Haddon Pre-School

Inspection report for early years provision

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220212

**Inspection date**

04/02/2010

**Inspector**

Sheila Dawn Flounders

**Setting address**

East Haddon Hall, Main Street, East Haddon, Northampton,  
Northamptonshire, NN6 8BU

**Telephone number**

01604 770 364

**Email**

**Type of setting**

Childcare on non-domestic premises

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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

East Haddon Preschool opened in 1984. It operates from the main hall and associated facilities within the village hall. The premises is located in the centre of the village in rural Northamptonshire and serves the local community and surrounding villages. The building is accessible and has an adjacent secure outdoor area. The preschool is open from Monday to Thursday, from 9.15am to 1.00pm during term time only with an additional session during the summer term for children starting school.

The preschool is registered on the Early Years Register only. A maximum of 24 children may attend at any one time. There are currently 34 children aged from two years nine months to under five years on roll, in part-time places.

There are six members of staff working with the children, four of whom hold appropriate early years qualifications, with another working towards hers. One member of staff is also working towards Early Years Professional Status. The setting provides funded early education for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Every child and parent is made to feel welcome by the staff and committee of this thriving community preschool. Subtle changes brought in by the manager, and supported through strong partnerships with parents, are beginning to have a real impact on the outcomes for children and as a result they are making good progress in their learning and development. Careful consideration is given to each child's needs to ensure that resources are presented appropriately and support given if necessary. Management have worked hard to ensure that the group meet all the welfare requirements of the Early Years Foundation Stage (EYFS), although some documentation does not fully reflect this. They addressed the issues raised at their last inspection and through continual staff development, promoting closer relationships with parents, and ongoing plans to develop resources demonstrate a strong commitment to maintain improvement in the future.

## What steps need to be taken to improve provision further?

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

- develop assessment records to include children's next steps in learning
- review written policies and procedures, to ensure they reflect current practice and requirements.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded as staff are confident about what to monitor, record and how to report concerns. Robust vetting, induction and appraisal procedures ensure the ongoing suitability of staff, with regular parent helpers also asked to submit to checks. Within sessions staff are conscious about ensuring children are well supervised, particularly when accessing the toilets, arrival and collection times and during activities such as outdoor play or the fire drill. A comprehensive annual risk assessment, subject to daily opening checks, ensures that potentially hazardous aspects within the premises, such as the fireplace, are identified and measures put in place to minimise the risk to children. Appropriate additions are made to consider risks of new activities and outings. Staff's good practice is underpinned by various policies and procedures, although some of these do not provide an accurate view of their current standards. Staff are very aware of the limitations of working in a shared premises and are actively seeking ways to make resources more accessible to children. They ensure the room is ready when children arrive and use all available space to provide activities and stimuli, moving furniture and dedicated areas of the room around to encourage children's interest. Children currently benefit from a specialist weekly art session, which by presenting activities in different ways encourages wider participation.

Parents access detailed information about the preschool via policies, prospectus, notice boards, and regular newsletters which keep them updated. Before children attend, and during early visits, staff ensure that information is obtained about their individual needs, interests and abilities, to be used as the basis for planning activities and their assessment records. Particularly positive relationships with parents are established by maintaining a flow of information through discussion and the communication books where staff record details of significant activities, which also provide opportunities to record achievements from home. These are now being shared with other settings some children attend, to provide continuity of care and learning. Parents are encouraged to access additional information about their child's achievement and progress at more formal meetings and when they attend as parent helpers. They can also attend the parents forum or join the active committee, with regular questionnaires providing feedback about parental views. There are well established links with local schools to aid transition and has been previous liaison with other agencies when necessary to meet children's individual needs. Management effectively combine the views of staff and parents to feed into their self-evaluation, also linking into various meetings to maintain a robust overview of the provision and children's progress. As a result they are aware of their current strengths and most weaknesses, pro-actively seeking to rectify these, for example, by applying for grants to improve ICT resources. They are very committed and have drawn up plans to ensure ongoing sustainability.

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

Children are comfortable in their interaction with adults and each other, and even those new to the group are able to develop their ideas and make confident choices about what they want to do. They readily approach staff for support, for example, for a specific paint colour or for resources to extend their play. Each session they access activities across all areas of learning, planned according to their previously identified interests to provide diverse opportunities, for example, to recognise their name, count, talk about daily events, build, engage in physical play and access fresh air. Role play is prominent, currently following a visit from the police, around 'people who help us' enabling children to develop their knowledge and understanding of the world. They access themed small world resources, sing relevant songs and listen to stories together. Diverse creative activities provide opportunities to discuss, and mix, colours, experiment with various tools and textures and result in the many bright displays. The staff group have a good balance of experience and qualifications which enable them to provide challenging activities, mainly child-led, with some opportunities for whole group times used to ensure that more complex activities are provided, especially for those soon starting school. They ensure that activities are inclusive, supported by a wide range of resources promoting positive images of diversity. Staff make regular observations of the children in their assessment records linking these into future planning, although individual next steps are not currently recorded, with termly tracking used to ensure progress is maintained.

Children obviously feel safe within premises and are learning to use tools and other resources sensibly with staff support. They respond quickly to a fire drill, helping to develop their understanding of keeping themselves safe in various situations. Children have good access to a range of physical activities outside, with additional provision made inside when inclement weather cuts this short, to encourage them towards a healthy lifestyle. They have opportunities to try new foods at snack or in relation to cultural festivals such as Chinese New Year. Staff also use these opportunities to explain basic food hygiene, for example, not to pick up a piece of food and then put it back on the serving plate. Children are confident about their hand washing routines and staff ensure that robust hygiene practices help protect children from the risk of cross infection. Their behaviour is generally good, with staff handling incidents immediately, giving appropriate explanations to children and they are regularly praised or given simple rewards for positive behaviour. Each session individual children discuss items they have brought from home for 'show and tell' time in front of the group, with their self-esteem boosted through positive comments from staff and sometimes also applause. Children also develop skills for the future, such as confident use of the computer.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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