

East Harptree Nursery Pre School

Inspection report for early years provision

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Inspector	Mary Daniel
Setting address	East Harptree Theatre, Middle Street, East Harptree, Bristol, BS40 6AZ
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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

East Harptree Nursery Pre-School has been registered for over 30 years. It operates from the community Theatre Hall situated in the village of East Harptree, near Bath. Children have use of the main hall, kitchen, resource room, pre-school room and toilets, all sited on the first floor, which is accessed via a staircase. There is an enclosed outside play area and sensory garden available at the side of the premises.

Ofsted have registered this parent committee run group on the Early Years Register to care for a maximum of 28 children aged from two years to the end of the early years age group. There are currently 53 children on roll. The pre-school is in receipt of Government funding to provide nursery education and there are currently 36 funded children on roll. Children with special educational needs and/or disabilities are supported within the group.

The pre-school is open Monday to Friday from 8.30am to 3.30pm during term time only. The committee employ an overall pre-school manager, a deputy who is the SENCO and lead professional for inclusion, an Early Years Professional Status graduate and eight assistants, of whom all have completed training in child care and early years education or are currently doing so. Two members of staff are working towards a level 3 qualification in Forest School activities. The group receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's uniqueness is clearly recognised and very much valued within this friendly pre-school, where staff effectively promote an inclusive provision. Children become engrossed in the variety of stimulating play experiences provided and are confident and eager to learn through their play. Children's continuity in care is extremely well promoted as staff form strong partnerships with parents, and this results in children feeling very settled and secure within the group, knowing their needs will be met. Clear evaluation systems are implemented and contribute to continual improvements being made, which help to enhance outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the planning and assessment systems to further aid the evaluation of effectiveness of activities in meeting children's individual learning objectives, to support them reaching their full potential in all areas of their learning

The effectiveness of leadership and management of the early years provision

Children's welfare is highly promoted through the clearly detailed policies and procedures that are implemented. For instance, inclusion is an extremely positive strength of the group and all children are treated equally and valued as individuals. Clear guidelines on managing any safeguarding concerns are in place, such as recording any accidents or incidents. These are shared with parents, which helps to promote open communication and all families are supported extremely well in helping their child to settle in at the pre-school. Home visits are organised and enable staff, parents and children to share information on how children's care and developmental needs are supported. Children benefit from the effective, ongoing liaison that their key workers maintain with their parents and as a result, feel happy and at ease within the group.

Staff are committed to supporting children's care and play and are highly effective as a team, regularly reflecting on their practice and exploring ways to improve outcomes for children. The recommendations set at the last inspection have been suitably addressed. Information available for parents on the complaints process has been developed and observation and assessment systems have been reviewed to enhance children's developmental play. Clear emphasis is given to making ongoing improvements. This significantly contributes to the provision of well organised sessions and inviting play areas, where children can independently access a range of exciting resources to support their ideas and games. Very good use is made of local amenities to provide children with some excellent learning opportunities. For example, through the forest experiences offered, or on their 'number' walks, in the local church or play park.

Suitable recruitment procedures are in place to ensure suitability of those involved in children's care and play. Comprehensive induction and appraisal systems are effectively implemented to help ensure all staff have a clear understanding of their roles and responsibilities. Their individual areas of expertise are utilised extremely well to enhance children's interests in play. Detailed risk assessment systems are implemented and effective systems are in place to ensure children's security. Clear procedures are followed to maintain children's safety on outings, for example, road safety is promoted on any walks around the village, and the suitability of venues is assessed. Reviews of each outing are completed, and includes maintaining suitable ratios, and systems are being developed to ensure these ratios are clearly recorded within each review. Staff actively seek to form strong links with other agencies and settings involved in children's well-being, to share information that will support their overall care and development. As a result, a consistent delivery of the Early Years Foundation Stage (EYFS) framework is effectively promoted for each child.

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

Children are confident and enthusiastic learners who become fully involved in a variety of interesting and exciting play activities. For example, within the

purposeful forest experiences offered. Children explore a nearby wood with great interest and discover their natural world as they roll small logs, climb over branches or decorate some sticks to create a boundary. They have some lovely walks collecting leaves and conkers and act out the 'Bear hunt' story, where they walk over the 'rickety' bridge and explore the natural wildlife. These activities effectively promote all areas of their learning. Children's opportunities for playing outside are further enhanced through the development of an exciting sensory garden and play area. Here they explore different sized pebbles and patterned shells that have become stuck in a tray of frozen water and see if they can move them. They feel the ice and say 'It is very cold'. Children like to make mud handprints and explore soil and gravel and talk about the mini beasts they see. This encourages them to explore different textures and learn about their natural world while having fun.

Planning and assessment systems are continually reviewed and staff are very knowledgeable about their key worker children. Overall, this contributes to how the aims of activities are identified and monitored for effectiveness to ensure children reach their full potential in each area of learning. This also helps support the planning of activities according to children's interests or schemas, such as enclosure, circles or transporting. For instance, children have a great time enclosing different sized cardboard boxes. They fit these into each other and sometimes enclose themselves in the boxes as they play a game of hide and seek. This effectively uses children's interests to help them learn about size, shape and capacity, while also encouraging their imagination in play. Clear emphasis is given to promoting children's number, colour and shape awareness within their everyday play and they like to sing some counting songs, such as 'Five little men in a flying saucer'. They make a 'Rumble in the jungle' display, where they include pictures of two elephants, three giraffes and four monkeys, which promotes their concept of numbers through their creative designs.

Clear emphasis is put on developing children's good health and the group are currently working towards a healthy eating initiative. Nutritious snacks, such as cheese, crackers and fruit are offered. Children sometimes make fruit smoothies, or eat strawberries or carrots that they have helped to grow in their pre-school garden. They have great fun in their 'Wake and shake' sessions, where they enthusiastically join in with the action songs and exercises. They develop their large muscle skills as they climb over, under and along the gym equipment and also join in with simple yoga exercises. This provides excellent opportunities for them to develop control in their body movements and keep fit within their play. Children willingly join in to sing their 'Hello' song at circle times, which promotes their early friendships, while also encouraging a sense of belonging within the group. Children listen intently to a story about 'The fish who could wish' and they hear how the beautiful rainbow fish gives one of his colourful scales to his smaller friend. Consequently, children learn about the importance of being kind and helpful to one another and they readily share their toys. Children follow the good role model that staff reflect and naturally use good manners, for instance, they say 'Excuse me' before asking a question. Stories and puppets are used effectively to promote children's awareness of keeping themselves safe and understanding appropriate boundaries, for example on any outings. Children are well supported in making sensible choices as staff carefully explain the consequences of any actions.

As a result, children develop a positive approach to self-discipline and behave extremely well.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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