

Heckington Pre-School

Inspection report for early years provision

Unique reference number EY268241
Inspection date 15/03/2010
Inspector Andrew Clark

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Heckington Pre-school is a committee run provision that has been established for over 20 years. The setting operates from a purpose built unit in the grounds of Heckington Primary School, Heckington, near Sleaford. It is on the ground floor and fully accessible. The setting supports children with special educational needs and/or disabilities. A maximum of 26 children aged from two to five may attend in any one session. There are currently 47 children on roll. Of these, 47 are in the Early Years Foundation Stage, of which 26 are in receipt of funding for nursery education. The sessions run from 8.30am to 3.30pm five days a week all year round. The setting is registered by Ofsted on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register.

There are seven members of staff. The manager has a Level 4 qualification and over half the remaining staff are at least qualified to Level 3, with some holding qualified teacher and Early Years Practitioner status. The setting receives the support of the local authority and has achieved the High Scope quality assurance status. The setting receives support from the Early Years Development and Childcare Partnership, and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

It meets the needs of the early years' children extremely well. This is a fully inclusive setting where the high level of the staffs' professional skills means that all children, including those with special educational needs and/or disabilities, benefit from the full range of activities. Children feel very safe and confident. The manager provides very clear and robust plans for future improvement to ensure outstanding continuous development.

What steps need to be taken to improve provision further?

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

- complete the priorities already identified in the setting's action plan and self-evaluation.

The effectiveness of leadership and management of the early years provision

Leadership and management are outstanding. The organisation of the pre-school contributes greatly to the children's welfare and progress. The manager enthuses and motivates her staff by providing clear lines of responsibility and ensuring they are well prepared for their roles. Staff are reflective and ambitious for the setting. The staff as a whole, and in particular the manager, play leading roles in the

development of the early year's provision in the local area and there are outstanding links with other providers.

The self-evaluation procedures are excellent and lead to very precise and appropriate priorities for further improvement. Staff are very successfully involved in monitoring and evaluating all aspects of the quality of their work but they should make sure they complete the priorities already identified in the setting's action plan and self-evaluation process. The setting gathers the views of parents and carers and children and effectively responds to them. The promotion of equality and diversity is outstanding. Staff are well trained and efficient in quickly identifying any barriers to children's progress and draw on their own skills and those of specialist support agencies to overcome them.

Procedures for safeguarding and to ensure all staff are suitable to work with children are outstanding. Children's welfare is at the heart of the setting's work. Staff have very rigorous systems to ensure children are safe at all times whether on the premises or on visits. There are very robust and secure procedures for the administration of medication and recording accidents and injuries.

The engagement with parents and carers is outstanding and has a very positive impact on children's personal development. Parents and carers find staff very approachable and appreciate the care they show their children. The setting is held in very high regard within the community. Parents and carers receive an excellent range of information about their children's progress on a frequent basis. They also provide informative literature on child development and safety issues which parents find useful.

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

The quality and standards of the early year's provision is outstanding. Children are very happy and make extremely good progress towards the early learning goals. The very good links with parents and carers and other providers means useful information on children's progress is freely shared and supports their successful induction into the pre-school. The manager and her staff are very skilled in observing children's development regularly and identifying the next steps in their development. This is used to plan for the needs of children of all abilities. The setting makes highly effective use of vibrant and exciting resources, including information and communication technology to promote all areas of learning and to motivate children.

Children are very independent and quickly develop self-confidence because they are successfully taught to make decisions for themselves and guide much of their own learning. Many of the activities are skilfully planned to promote high levels of inquisitiveness and observation. For example, they use magnifiers and digital cameras to investigate insects and plants. These skills prepare children very well for their future learning. The staff make very good use of songs and rhymes to motivate children to tidy and organise their own activities and work collaboratively.

Children thoroughly enjoy their learning because they participate in exciting and unusual activities in a safe environment. Visitors make a very good contribution to children's learning, especially towards creative dancing and musical skills. Children feel very safe and quickly establish secure relationships with staff which parents and carers fully appreciate. The development of healthy lifestyles is outstanding. The staff offer a very good range of healthy snacks and supply attractive leaflets to guide parents and carers on providing a healthy lunch box. Children grow their own vegetables and participate in food preparation. Staff make sure all food meets children's dietary and medical needs very well.

Songs and rhymes help children understand and practise good hygiene. The setting helps children make an outstanding positive contribution. The enjoyable review sessions at the end of each session encourages children to reflect on what they have learned and be involved in planning what they will do next. Photographs and displays of children's work encourage their self-awareness and pride in their achievement. The setting promotes positive images of diversity very well through its resources and activities. The setting works successfully with teaching and child care students to enrich children's social skills and learning, especially in early reading, number and mark making skills. Very good use is made of outdoor areas to develop all aspects of children's learning.

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

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| 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

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| 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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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| 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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met