

Heatherton Pre-School

Inspection report for early years provision

Unique reference number	EY406182
Inspection date	13/07/2010
Inspector	Sheena Gibson

Setting address	Heatherton Community Centre, Hollybrook way, Heatherton, Derby, DE23 3TZ
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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

Heatherton Pre-School is privately owned. It was registered in 2010 and operates from the Heatherton Community Centre in Derby. The provision is registered by Ofsted on the Early Years Register for a maximum of 20 children at any one time. Children who attend the pre-school are from the local and wider area. Currently there are 24 children on roll. The pre-school cares for children who are in receipt of nursery education funding. There is provision to care for children with special needs and/or learning difficulties and those who speak English as a additional language.

The pre-school is open each weekday from 9.15am to 11.45am during term time only. Children use the main hall within the centre and have access to a secure outdoor play area. There are three staff employed to work with the children who all hold appropriate childcare qualifications. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff in the setting take positive steps to support children's individuality and ensure that their needs are met. Systems that are in place are generally supportive of children's learning and so they make satisfactory progress. The premises are safe and secure and on the whole staff have a suitable awareness of safeguarding procedures, although some staff's understanding is stronger than others. Required documentation is in place and in general supports staff's practice and children's well-being. The setting has begun to put in place systems for evaluation although these are in the early stages of development and so do not effectively prioritise areas that will bring about most improvement for children. The staff have developed positive relationships with parents and have begun to build links with external providers to support consistency for children.

What steps need to be taken to improve provision further?

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

- develop practitioners knowledge so that they have an up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedure appropriately
- use information gained regarding children's starting point alongside observations in order to plan the next steps in a child's developmental progress and regularly review this approach
- plan and resource a challenging environment that supports and extends children's learning at all times.
- review policies and procedures so that they are in line with most recent information and guidance

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The setting has suitably robust systems in place to safeguard children. Staff who are employed by the setting undergo suitable checks as part of the recruitment process, including undertaking a Criminal Records Bureau check. The setting has a written safeguarding policy and procedure that details the steps taken if there is a concern about a child being abused. The designated person responsible for safeguarding has a suitable understanding of the procedure and where to go to report a concern. However, some staff do not have a sound understanding of the procedure and this potentially impacts upon how quickly a concern may be identified and acted upon. The environment is maintained in a safe and secure manner with detailed risk assessments being in place for the indoor, outdoor areas and for outings. This ensures that children's welfare is maintained and hazards are minimised. Required records, such as children's details, permission slips and various policies are in place to suitably support children's care and learning, although not all policies and procedures are fully in line with current information and guidance.

Staff and management provide a warm and friendly environment that enables children to feel safe and secure. They share information, for example, at staff meetings and through one-to-one discussions that means good practice can be shared and any issues resolved. The setting has begun to reflect and evaluate their practice and has, for example completed the Ofsted self-evaluation form. However, at present the systems used to monitor and reflect on staff practice are not fully effective, for example, staff are not wholly involved with the evaluation process. Therefore, weaknesses in understanding and practice are not always successfully identified in order to maintain continuous improvement. Positive relationships have been built with parents and they receive some useful information about the setting, including copies of the policies and procedures. This means that parents are appropriately informed about factors that impact upon them and their children. Parents are able to express their views verbally, directly with staff and recently through a questionnaire that has been given out.

The deployment of resources suitably supports children's care and learning. Staff organise the room so that children have space and facilities to enjoy their play, using safe, appropriate equipment, with a comfortable area where they can relax. Staff gather information about the children and encourage an inclusive provision. They value similarities and differences and promote anti-discriminatory practice, which effectively promotes equality and diversity. Staff speak regularly with parents to provide them with information about children's learning and development and have begun to develop links with external partners to ensure children's needs are appropriately supported.

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

Staff in the setting have a sound understanding of the Early Years Foundation Stage and how to support children's learning and development. They use a variety of methods to engage and support children. They role model positive attitudes towards learning and encourage positive relationships. They demonstrate how the play stethoscope works asking 'can you hear my heartbeat?'. They ask various open questions to promote language and thinking and some extend activities to keep children interested. The room is set up to provide a welcoming learning environment that is suitably resourced, although, resources and activities that are available are not always sufficiently challenging, particularly for the older and more able early years children. Even so children enjoy playing with them and most children remain engaged throughout the session. Staff carry out observations on children to gauge their abilities but the systems used are not guaranteed to accurately ensure progress towards the early learning goals because staff are not consistently ascertaining children's starting point or using the information from observations to plan effectively for their next steps.

Children are very sociable and enjoy interacting with each other. They behave well, encouraged by staff to understand the expectations within the setting. Staff use creative methods to help children understand about the importance of positive behaviour, for example, through using visual information. Children's language skills are developing well. They enjoy chatting to each other, staff and visitors, persuading them to join in with their games. The role play area is well used and children like to be the 'doctor' and point to the displayed signs, recognising from the picture that the word is 'medicine'. One child says he has a 'poorly tummy' and he wants some medicine because it will makes him 'better'. They use the play prescription pads to 'write' out a prescription, understanding that their marks have a meaning. They use the lap-top computer capably and are able to direct and click on the mouse to highlight an icon. At circle time they talk about the weather and what clothes to wear to keep them dry. They recognise the different parts of the body, knowing that they have two arms and two legs and that their ears are used for listening. They count routinely, when using the calculators and playing the number games to practice early calculation.

Children thoroughly enjoy their physical play time. For example, they enthusiastically ride scooters and capably direct them through various sized spaces, stopping and starting. Staff talk to them about riding safely through the hall and not to bump into others because it might hurt them, helping them to understand about staying safe and keeping others safe. Staff also explain how to use tools such as scissors safely. Children offered healthy snacks and learn the importance of healthy eating through discussions and activities. They routinely practice good hygiene and are beginning to understand the part this plays in keeping healthy.

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	3
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	3

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	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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