

# Haycorns Pre-School

Inspection report for early years provision

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**Unique reference number**

139340

**Inspection date**

13/07/2010

**Inspector**

Eira Gill

**Setting address**

St. Marys Catholic First School,, Lucetta Lane, Dorchester,  
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Haycorns Pre-School is managed by a committee and opened in 1988. It operates from two mobile units in the grounds of St Mary's Catholic First School based in Dorchester. The accommodation includes two playrooms, a new toilet suite, an office, a small lobby and adult toilets as well as a fully enclosed outside area for physical play. On specific afternoons, groups of toddlers and their mothers or childminders use the smaller mobile unit. The pre-school can use the adjacent school playground and the school hall when they are not in use by the school. There are links with the host school.

The pre-school is open each day during term times with sessions from 9am until 11.45am and from 11.45am until 3.15pm. The lunch club is available from 11.45am until 12.45pm. Children bring a packed lunch.

The pre-school is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children aged from two to under eight years may attend at any one time. There are currently 43 on roll and six of these children are under three years, many of whom receive funding for early education.

Five members of staff are employed to work with the children. The manager is a qualified teacher and has Early Years Performance Status. The deputy and two other members of staff hold NVQ at level 3. The three lunchtime members of staff have level 3 and level 2 qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The quality of provision is good and very effective teamwork ensures the children make good progress. Partnerships with parents and the host school are good. The uniqueness of each child is fully recognised by all staff and the setting is very inclusive. All children enjoy a wide range of activities. The manager and her staff have ensured that strong improvement has been made since the last inspection and the capacity for further improvement is good.

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

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

- ensure a freeflow of activities from inside the building to the outside learning environment in order to extend even further the children's learning and development
- ensure that the next steps in learning that all children need to take to move forward in their learning are identified in planning documents.

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

The manager, her deputy and other members of staff including the office manager make a very efficient team. Required policies and procedures, including safeguarding, are regularly reviewed and updated in order to help drive improvement. All members of staff are carefully vetted for their suitability and are very alert to any health and safety issues. Children are very well protected. Members of staff respect their different backgrounds and have a good understanding of their diverse needs. Resources are organised very efficiently and are well deployed.

The manager was appointed last September and there have, until now, been no formal systems for reviewing and evaluating the provision. However, weekly staff meetings have concentrated on how to improve the setting in order to ensure that all children make good or better progress. Notes of meetings indicate that planning and assessment methods have improved significantly from the last inspection. Members of staff, particularly the key workers, are very aware of the next steps children need to take to make good progress in their learning. They have begun to identify these on planning sheets, such as 'plan opportunities to extend her language to describe shapes.' Children's progress through the Early Years Foundation Stage is carefully plotted by key workers. This information is shared with parents and the receiving schools.

Links with parents, the host school and other agencies are good. Parents are very happy with the pre-school and say, for example, 'She absolutely loves it here' and, 'The staff are so friendly and very caring'. Termly reviews are held when parents can see their children's folders and find out how they have moved forward in their learning. Several parents gave excellent support to improve the outside learning environment earlier in the year. Children gave them challenges like, 'Can you make a boat?' The before and after photographs show their hard work has had a dramatic effect. Links with the host school are now strong. The manager and the teacher of the Reception class as well as the teaching assistant visit each other regularly and organised a joint project earlier in the year when chickens were incubated. This proved an excellent strategy to move children's personal and emotional development forward as well as their knowledge and understanding of the world. Further joint projects are planned and visits to and from the school are now scheduled, to ensure that children who join the Reception class in September are confident and relaxed.

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

On arrival, members of staff check the accommodation inside and outside for any possible risks. Children's welfare is promoted well and well-trying methods are used to ensure that the organisation is matched to the needs of children of different ages and backgrounds. Children are very safe. Provision to help the children with the next stage of their learning is strong.

Children self-register and those who find it difficult to part from their parents are distracted skilfully by the assistants and quickly become interested in games and other resources. They enjoy playing with each other and one of the boys remarked, 'We're all best friends here!' Improvement has been particularly impressive in this aspect of provision. The role-play areas are now well equipped, and children are able to recognise their name cards and try to read those of other children without being asked. The physical play sessions in the outside environment provide very clear challenges.

Staff encourage children to communicate verbally, for example when they respond to their names when the register is marked, count how many children are present, and then discuss the weather chart and check the rain bucket. They develop their skills in information technology, for example, by using the mouse to play a game on a computer. The role play area provides opportunities for children to socialise and develop their imaginations, as seen when two boys set up the ironing board in the home corner. Others quickly set up the wooden railway, showing good hand-eye coordination, while a group played musical instruments and danced in time with the beat.

Children contribute well to the setting, developing a sense of responsibility. They take turns in helping an assistant to organise the cafeteria style snack time. They then put on aprons, lay the table and help to prepare snacks. The children are encouraged to adopt healthy lifestyles. Nutritious food, such as different fruits is available, as well as toast. Children can help themselves to water from a dispenser.

All children and staff move outside together because, due to the layout of the site, it is not possible for the children to move freely in and out of the building. The outside environment is an exciting place for the children and they enjoy exploring the wide variety of equipment and resources available. They wear wellingtons and wet weather gear so they can play outside in all weathers. The area itself generates a challenge to the children because there is a slight rise in the ground where they can ride their wheeled vehicles a little faster and this gives them good experience of control. They also enjoy rolling round objects down the grassy hill to see how far they will go. The children are very secure and their safety is paramount. Their achievement in the outdoor environment is outstanding in all areas of learning.

Children are adventurous and explore all the different spaces, and develop their knowledge and understanding of the world. They watched in fascination when a slow worm was discovered but quickly slithered away and a snail made its way slowly across the ground. Children have helped to plant flowers and vegetables. The vegetables will be cooked and eaten very soon.

## 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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

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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	1
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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## **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