

Hulland Community Pre-School

Inspection report for early years provision

Unique reference number 206800
Inspection date 25/05/2010
Inspector Tara Street

Setting address Hulland C of E Voluntary Controlled Primary School, Firs Avenue, Hulland Ward, ASHBOURNE, Derbyshire, DE6 3FS
Telephone number 01335371939
Email
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hulland Community Pre-School is run by a voluntary management committee. It opened in 1972 and operates from rooms within Hulland Church of England Voluntary Controlled Primary School in Ashbourne, Derbyshire. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday to Friday from 8.45am to 11.45am term time only.

There are currently 23 children on roll who are within the Early Years Foundation Stage. Of these, 18 are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Of these, five hold an appropriate Level 3 qualification in early years. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy friendly relationships with the staff, who create a happy environment in which children can play. Staff have a good understanding of the Early Years Foundation Stage and as a result children make good progress. Staff work well together to implement a range of interesting and challenging activities and ensure that all children are included. The use of self-evaluation is used satisfactorily to monitor the provision and identify future targets, although a condition of registration has not been met.

What steps need to be taken to improve provision further?

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

- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- review the safeguarding children policy to ensure it is in line with Local Safeguarding Children Board guidance and procedures
- ensure parental signatures are consistently gained on accident and medication records to show that parents have been informed of any treatment given
- ensure regular evacuation drills are carried out and that a record is maintained of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The provider is not showing a correct certificate for registration reflecting a change to the premises on which childcare is provided. This is an offence unless the providers give a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action. Most records, policies and procedures that support the setting to promote positive outcomes for children are appropriately maintained. However, parental signatures are not consistently gained on accident and medication records to show parents have been informed of any treatment given to children and regular evacuation drills are not carried out. Staff recruitment procedures are implemented appropriately, so that children are cared for by suitable, qualified adults. For example, appropriate checks are carried out and references obtained. Staff carry out visual safety checks, both inside and outside, before each session. Risk assessments are clear and detailed with confirmation of any action taken to minimise risks and hazards to children. The designated child protection officer has a clear understanding of her role and how to action any concerns. Staff regularly update their safeguarding training to ensure children are protected. However, the child protection policy does not fully reflect the changes to the local authority procedures from April 2006 with regard to the Local Safeguarding Children Board.

Policies support inclusive practice well and account is taken of different cultural backgrounds. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. Adults demonstrate a clear commitment to working in partnership with parents and provide regular opportunities for them to become involved in the life of the pre-school. Parents are encouraged to support children's learning at home through the 'Lending Library' which children enjoy taking home to read with their parents. The pre-school has established appropriate links with other early years practitioners to ensure children's needs are planned for.

The manager and staff strive to improve their practice and work hard to monitor and evaluate the quality and standards at the pre-school. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the manager. Staff show an appropriate understanding of their roles and responsibilities and undertake tasks without direction. Recommendations made at the last inspection have been fully addressed.

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

Children are happy and settled within the warm and welcoming environment where they have many opportunities to make good progress in their all-round development. Staff engage well with the children and develop positive relationships. They praise children's achievements which motivates them to learn

and develop positive self-esteem. All staff confidently use questioning techniques effectively to extend children's learning and thinking skills. Staff have a good understanding of the Early Years Foundation Stage and therefore children's progress towards the early learning goals are well supported. Planning covers the six areas of learning well. Ongoing observations and assessments are undertaken and provide a clear insight into the children's progress. However, despite identifying next steps for each child these are not clearly reflected within the planning process to keep a focus on children's individual and immediate learning needs. A good balance of adult-led and child-initiated activities covers all areas of learning. Children develop their independence to a good level as they attend to their own personal care needs, select resources, choose activities and help staff at tidy-up time.

Children are relaxed, confident, behave well, are eager to participate in activities and remain actively engaged. The very good labelling of children's art work around the room promotes children's awareness of letters and numbers. All children take part in a good range of activities which supports their physical development both indoors and outdoors. For example, children show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area. A well-resourced role play area encourages children to use their imagination and to play cooperatively as they act out scenarios. Children have access to natural materials and develop good fine motor skills as they play with sand, rice and a variety of media. Older children demonstrate good dexterity as they use pencils, paint brushes and scissors. Children's knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a range of activities which look at different celebrations and cultures from around the world.

A clear sick child policy and the good hygiene routines followed by the children are effective in helping to prevent cross-infection. Children are learning about the importance of healthy foods. Each day they are provided with nutritious snacks which include fresh fruit and vegetables. Staff are fully aware of children's individual dietary requirements and cater well for any specific needs.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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