

# Heather Pre-School

Inspection report for early years provision

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**Unique reference number** 226208  
**Inspection date** 09/07/2010  
**Inspector** Stuart Herbert

**Setting address** Main Street, Heather, Coalville, Leicestershire, LE67 2QP

**Telephone number** 07765634967

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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

Heather Pre-school opened in 1982. It moved from a mobile unit located within the grounds of the primary school to purpose designed accommodation within the main school site. The pre-school is situated in the centre of the village of Heather. The pre-school serves the local community and surrounding villages.

There are currently 38 children from two to five years on roll. This includes 14 funded three year olds and 11 funded four year olds. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The group opens five days a week during school term-times. Sessions are from 9:00am until 12:00pm, and the setting holds a lunch club three times a week.

There are five staff working with the children. The two managers hold an appropriate childcare qualification to level 4, two staff hold level 3 and one staff holds 2. The setting receives support from a teacher/mentor from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive exceptional care and guidance from a dedicated team of adults who are well directed by two committed managers. Outcomes for children are good and some are outstanding. At the heart of this success is the outstanding relationship with parents, carers and outside agencies that help and support children's learning and personal development. Good use of the high quality indoor accommodation ensure all children's individual needs are met in a highly inclusive setting. Children feel highly safe and secure and enjoy their learning through a wide range of well planned activities. There is a good balance of adult-led and child-initiated activities supported by free flow indoor and outdoor learning. There are plans to cover the small, well used outdoor area which will further enhance learning opportunities. Physical development is supported by access to the school's outside areas. The setting has a good capacity to improve in the future.

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

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

- ensure the more able children are challenged across all areas of learning
- ensure self-evaluation identifies priorities that will help to support children in achieving at an outstanding level for the majority of outcomes.

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

Leadership and management is good with safeguarding and partnerships judged to be outstanding. The joint managers provide clear and effective direction to a well motivated team of key workers. Staff are encouraged to play a full and supportive role in ensuring children are well cared for, are safe and secure. Regular evaluations support well defined procedures and work practices that impact on children's good learning and personal development, with children who have special educational needs/disabilities making outstanding progress. The setting's leadership have identified that the more able children need more challenges to build upon current good progress, and self-evaluation needs to focus on priorities that support outstanding learning and personal development.

Parents have the opportunity to discuss any concerns with staff at the beginning or at the end of the morning session. Children's 'learning journey' booklets are always available to share with parents to discuss progress in the six areas of learning. Parents greatly value these opportunities. Transition from pre-school to school settings are outstanding, with reception teachers visiting the nursery to discuss appropriate starting points for all leavers.

Safeguarding policies are excellent. Children's welfare is fully protected, with all staff appropriately checked, and child protection and first aid training completed. Staff training is given a high priority to ensure that they develop their knowledge and understanding of all aspects of childcare and development. The key worker system is very effective in supporting the needs of all children and their progress is carefully monitored through well planned and incidental observations, resulting in excellent relationships between children and a staff team who work exceptionally well together. Risk assessments and hazard analysis is undertaken on a regular basis, food and toilet areas are clean and hygienic and medicines are stored in a locked cabinet or fridge. The kitchen area is secure and clean. A daily notice board located outside near the main entrance provides clear information to parents, which they appreciate and value.

Excellent relationships with parents and carers enhance opportunities for all children. They are well informed on all aspects of their child's achievement, well-being and development. Parents have the opportunity to discuss any concerns with key workers at the beginning or at the end of the morning session. Children's 'learning journey' booklets are always available to share with parents to discuss progress in the six areas of learning. Parents greatly value these opportunities. Links with the local authority are outstanding, and support children's overall development, with well defined planning and targets for improvement. Children with special educational needs and/or disabilities are well integrated and strategies used are highly successful in supporting outstanding progress.

The team is highly motivated and they are ambitious in their aims to provide the highest quality care and education for all children. The input of all staff, parents and other professionals are valued and regular staff meetings, parent questionnaires and evaluation reports all contribute to good self-evaluation.

Leadership has identified that priorities for improvement are linked to planning how children achieve best, particularly providing more challenges for the more able children. There is a good provision for free flow indoor and outdoor learning, and there are plans to cover the small outside area that will enhance outside access during wet weather. Access to the school's outdoor areas, including the vegetable garden, contributes to a good understanding amongst the children of what is a healthy lifestyle. Physical development is restricted by the limited outside area, however the school provides opportunities to access outside areas to support this area of learning.

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

Children flourish because their personal, social, and emotional development are given high consideration. The very effective daily key person system is used to ensure children have a consistency of care, which gives them reassurance to feel highly safe and cared for while allowing them to develop a positive attachment with each adult. The system allows children to develop independence when seeking their key worker from the colour coded daily key worker chart. Children are seen as unique individuals whose specific needs are well planned for and supported by all staff. Children have the opportunity to answer in French during registration and also have the opportunity to self-register, providing a good opportunity for them to take on responsibility as well as to develop their understanding of the wider world.

Children are provided with well planned, free choice activities ranging from counting spider legs, making shapes with dough, using the mouse to match items in a matching 'Dizzy Bug' computer game, balanced with adult-led copy writing tasks. Behaviour and attitudes to each other and adults is outstanding, children play well with each other in role play at the shop, controlling a crane using a control box that moves the crane's arm clockwise or anti-clockwise and the bucket up and down. Children take turns and share conversations with each other and are encouraged to speak or listen more carefully through skilled questioning by their key worker. There is a good range of resources including picture and word books, which children choose and look at or read with each other or with an adult. Children have an excellent understanding of cultural diversity and equality and diversity. The interaction with both adults and other children is excellent, they play harmoniously, and they are learning to play safely and negotiate for what they want.

The free flow indoor and outside learning is good and is seamless, Children play and wash dolls in soapy water, they play in the sand tray and water area, boys read a book together and there are opportunities to mark or write on an easel. Children enjoy the outside and wear sun hats to protect them from the strong sunshine. Children speak about what they do and share opinions about the importance of washing, keeping clean, pictures in books and sand shapes they have made. Access to the school's field allows children to run and practice their bean bag race for sports day, they sit under the shade of a large tree and know the sun can be harmful. They enjoy racing and encourage one another to do well.

Children listen to the end of the morning story, 'The Gruffalo', and they answer questions confidently, and later they have the opportunity to sing 'Goldilocks and the Three Bears'. They enjoy singing together and the opportunity to sing on their own.

Children have a good understanding of healthy eating and where food comes from. The school garden is used to plant and grow potatoes and beans. A healthy snack is prepared by a key worker and child, they cut bananas and beans and prepare drinks for groups. Children enjoy their snack and understand the importance of washing their hands and hygiene routines. The small outdoor area limits outdoor physical development, however, there is opportunity to access the school's outdoor areas to support good healthy lifestyles. Children's good health and understanding of personal hygiene are promoted very well through good practices used by staff and taught to children.

Staff are skilled in planning the educational programmes for children, they have a good understanding of the Early Years Foundation Stage and how children learn. Observations are well planned and assessments are used to track children's progress in their 'learning journey' booklets as well as their individual progress evaluations. Children make good progress towards the early learning goals because of the varied range of opportunities provided for both adult-led and child-initiated learning. Analysis of assessments allow staff to identify children's next steps which are shared with children and parents, enabling them to make good progress from their starting points. The joint managers monitor planning and observations and evaluate how effective these are in further improving outcomes for all children.

## 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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children develop skills for the future	2

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