



## Hale Preschool

Inspection report for early years provision

<b>Unique Reference Number</b>	110542
<b>Inspection date</b>	22 January 2006
<b>Inspector</b>	Sylvia Dindar
<b>Setting Address</b>	Village Hall, Hatchett Green, Hale, Fordingbridge, Hampshire, SP6 2NE
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	Hale Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Hale Pre-school opened in approximately 1976. It operates from a dedicated room in the village hall and serves the local area.

There are currently 12 children from 2 years to 5 years on roll. This includes 6 funded three-year-olds and 3 funded four-year-olds. Children attend for a variety of sessions. The group supports children who have special educational needs and children who

Speak English as an additional language.

The group opens five days a week during term times only. Sessions are from 09:00 until 12:00 and when demand allows 12:00 until 15:30.

There is one full-time member of staff and two part-time members of staff working with the children. There are two with early years qualifications. One member of staff is currently working towards NVQ Level 3 qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children engage in a wide range of physical activities on a daily basis, helping them understand the importance of regular exercise as part of a healthy lifestyle. They develop good climbing and balancing skills as they climb apparatus such as the climbing frame. They are developing good co-ordination skills using a range of small equipment such as balls and hoops and are able to manoeuvre in the space provided. Children play out in cold weather as well as warm and this helps them understand the need to wrap up warm and wear such footwear as boots when it is damp.

Children have free access to drinking water, ensuring their thirst is quenched. They learn about healthy eating as they are offered a choice of healthy snacks such as crackers, cheese, fruit and sandwiches. They pour drinks for themselves and are involved in the sandwich making process, leading to discussions about healthy eating habits. Children's dietary needs are discussed with parents and recorded to ensure that children individual needs are catered for.

Children learn to follow personal hygiene routines as the staff remind them to wash their hands after toileting, after messy play and before snack time. Tissues are available at a low level and older children learn to help themselves. Children are well cared for when they are ill as the provider ensures they have written permission for emergency medical treatment. A sick child policy informs parents that children are not accepted when they are ill, minimising the spread of infection and safe guarding children's health.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Children's safety is compromised as the group has failed to ensure the suitability of key staff who work directly with children. However children play in an environment where risk assessments identify potential hazards and suitable action has been taken to minimise the risk of accident. For example staff are aware that leaves on the steps are a hazard so they routinely sweep down these away. Salt is put on the steps in icy weather. Cleaning materials and medicines are kept out of reach of children.

Systems are in place for the safe evacuation of children and these are practiced every half term to ensure that they can quickly and safely be evacuated in an emergency. A fully stocked first aid kit is in place. Staff have or are currently updating their first aid qualification and this ensures that appropriate action is taken in an emergency.

Children are well supervised by the staff as they begin to take responsibility for their own actions. For instance they know not to lick the knife when they are making sandwiches as they may cut their tongue. They are involved in making things safe, for example children help by wiping the climbing frame when it is wet. Equipment and toys are in good condition and regularly checked by staff to ensure that they are in good repair and suitable for use.

Staff have a general knowledge of most child protection issues and steps to take if they are concerned about a child.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are relaxed and happy. They benefit from the small group size as staff get to know children and their families well and are able to settle new children in with ease. Children are confident and show this on arrival as they greet staff and other children. They are familiar with their surroundings and know where things are, giving them a sense of belonging. Toys are set out and children are able commence their play straight away.

Children enjoy choosing from a range of varied activities both boisterous and quiet. Their imagination is captured as they access dressing up resources. The home corner is bright and attractive and children use their imagination as it becomes a cinema, a shop or a home. Children enjoy the story time and take favourite books home. They are able to access a range of activities which stimulate their senses. They enjoy music choosing their own instruments and playing along to rhythms. They bring in favourite music from home and share it with other children.

Children are supported in developing their language skills. Staff listen well to what children have to say. They play with them and ask them questions about what it is they are doing. They enjoy songs and rhymes and children spontaneously sing. Children interact well with each other and are considerate and kind. For example an older child offers to get a chair for a younger child so she can sit and have a drink. When the glitter is spilt a child is keen to help and clear it up and is able to access the dust pan and brush independently. Children are learning about the routines of the day through picture prompts. They know it is 'tidy up time' as they are prompted by a particular piece of music.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Three and four-year-olds are making steady progress towards the early learning goals. Key staff show a good understanding of the foundation stage of learning and this is shared with less

experienced staff. All staff meet together, share ideas and contribute to the topics and activity plan. They plan a range of varied activities and experiences. They ask children questions that make them think for themselves and give lots of praise and encouragement, motivating children to learn. Children enjoy the activities and access many of the resources available, giving them free choice. Staff are flexible and aware of the importance of allowing children to make decisions and develop their own play ideas. A balance is provided between adult initiated and child initiated activities. Staff have the confidence to allow planned activities to be abandoned to allow children to follow their own ideas, allowing them to take control of their own play experience. Children are becoming independent in most aspects of their self care. They feel important as they take it in turns to help out at snack times. They hand out the plates and snacks to the other children. Children are able to pour their own drinks at snack time as they are provided with small jugs that are easy to manage.

New systems for observations and recording assessments are in place. However, these are not sufficiently developed so as to identify individual learning needs that allow staff to plan for the next stage in children's learning.

Children are keen to learn and show an interest in the activities, for example the topic for the week is shapes and colour. The children learn about colours in a variety of ways. For example the setting plans a colour theme for a week and children are asked to bring something from home. This is further re-enforced with activities at circle time and by the posters on the walls. In a dough activity they explore and learn how colours change when they mix them together. They enjoy manipulating the dough, rolling and flattening it and telling staff what shapes they are making. Children particularly enjoy a sandwich making activity in which they listen carefully and follow instruction, they take turns in sharing the spread and sandwich fillings. They learn to use tools safely as the staff ask children if they can remember why they don't put the knife in their mouth. Children know that they would cut their tongue. They begin to understand shape and size as they cut the square in half it makes a rectangle and again and it makes four squares. Staff ask them about the size of the squares and the children identify which are smaller ones. Children are learning to use a variety of tools for example they practise scissor control as they cut out shapes from paper and use glue sticks for spreading glue.

Children's imagination is captured as they access a range of dressing up clothes and other resources. For example, a child dresses in an Indian sari and then moves on and makes herself a necklace from dried pasta This gives her the chance to develop hand eye co-ordination. Children play harmoniously in a group, one child dressed as a dinosaur invites another to play, and involves another child by asking for food. The child is keen to join in and goes off into the home corner and gets a bowl of leaves. Children are also happy to play alone. For example as this activity takes place, two boys play alongside each other in the home corner and one is ironing whilst the other is chatting on the phone to a pretend partner. Children begin to develop their knowledge and understanding of the world as they engage in activities such as planting bulbs. They understand that they need to have water and sunlight to make them grow. At circle time children are involved in organising a picture time table so they know what to expect which gives them sense of time. They practice their maths skills as each child has the opportunity to count how many children. At snack time children are asked to work out how many children there are and how many bowls and

cups are need.

Children are becoming confident speakers and listeners. They show creativity as they make up stories and repeat them to staff and other children. Staff ask questions that make children think, such as, 'what do you think will happen next?' and children begin to describe in their own words what they see. Staff support them when they falter and encourage children. Children enjoy story times, and gather closely to the member of staff, they are keen to talk about what is happening. The member of staff involves them as she asks questions and uses the tone of her voice to maintain children's interests. They practise reading skills as they begin to recognise their names on their personal storage boxes and on laminated cards at snack times. Children are encouraged to write their name and are beginning to link sounds to letters. They are given a variety of ways to mark make, such as chalk, felt tips and crayon.

Children's creativity is developing as they make music and listen carefully to the sounds that their instruments make. They spontaneously dance and move to music. They access a range of materials such as clay and sand. They make flowers out of card paper and sticks. They use glitter and glue to add texture to the wheeled pictures they are making. They are able to build models out of Duplo and Lego, and construct rail track. They show spontaneity in their creativity as they make telescopes out of sticky tape and paper unprompted by adults.

### **Helping children make a positive contribution**

The provision is good.

Children are happy and settled and have a strong sense of belonging. They are comfortable with the staff and enjoy each other's company. There are no children attending with special needs or English as a second language. However one member of staff has had recent training and is identified as the Special Educational Needs Coordinator. The group are keen to support children with additional needs and understand that play can be adapted to ensure all children feel included and have their needs met.

Children behave well, they enjoy playing with others. Children understand that a particular piece of music means tidy up time. They show co-operation, in a group, as they manage to roll up the car mat together unprompted by an adult and put it away. Most children are good at sharing and younger ones are supported by staff and gently reminded that they must share and why. Some older children show particular maturity, for instance when there aren't enough blue cups to go around, the child states she is not bothered what colour the cup is, defusing the situation and setting a good example. Children learn good manners as they are encouraged to say 'please' and 'thank you'. When children do not wish to conform, the staff are tolerant and allow time for them to make their own decisions, offering them strategies to help them cope with the situation. Children feel good about themselves because staff praise and encourage children and give them the attention they need.

Children are developing a positive attitude to the differences within society, as they explore festivals such as Diwali and Chinese New Year. They familiarise themselves with differing culture's dress codes, as they explore the dressing up box. Children's

spiritual moral, social and cultural development is fostered.

The partnership with parents and carers of children who receive nursery education is satisfactory. They are welcomed into the group and spend time settling their children in, to ensure a smooth transition and to develop children's confidence. They are encouraged by staff to provide information on home routines, health and other interests, so that children feel valued and included. However there is no formal system in place to gather information from parents about children's individual development needs at the start of pre-school. Children are encouraged to bring things from home and share them, for example they bring items of green and yellow for the interest table. Parents are asked to supply photographs of their families for the 'all about me theme', so other children begin to learn to acknowledge and value their different backgrounds. Parents are given both written and verbal information about how the setting is run, a prospectus informs them of the curriculum guidance for the Foundation Stage. The group are aware the limitations of their prospectus and are currently revamping it to make it more attractive and more user friendly. Policies are explained to parents and accessible in the group and these are currently being reviewed. Parents are kept informed about the group activities through a regular newsletter and the displaying of the weekly topic on the notice board. They are able to talk to staff about their child's development, but structured feedback sessions have not yet been developed. Parents are encouraged to join the committee and fund raising team but little information is give to them about how they can further re-enforce children's learning at home.

## **Organisation**

The organisation is inadequate.

The setting fails to meet the needs of the children for whom it provides. Systems for the vetting of staff are not robust nor consistently applied, so do not determine the suitability of key staff, therefore leaving children at risk. The registered person fails to inform Ofsted of significant changes to staff, and so does not comply with regulations.

Staff have the appropriate training for their post and children are supported as the staff spend much of their time working directly with them. They know them well and respond to their needs. Space and resources are organised appropriately, so that children can access such activities as messy play, role play, table top activities and a comfortable book corner. Storage is clearly labelled and most of it is accessible to children so that they can self select.

Leadership and management of nursery education is satisfactory. The pre-school leader and staff are self motivated and are committed to the continuing development of the pre-school. For instance staff are pro-active in identifying their own training needs. One member is currently studying for a level three qualification in childcare and education and has recently completed the SENCO training. Two members of staff are currently attending a first aid course. The staff team are supported by the early years advisor. The group has systems in place for the planning, monitoring and evaluating of the curriculum, however these system are not fully established or

effective. Observations of children are not consistently used to identify gaps in children's learning therefore staff are not able to evidence how they plan to meet children individual needs so that they reach their full potential.

Recent major staff changes have had an impact on the group. It has been identified that the procedures for employment and vetting and on going support of all staff are not secure. For example, there is no formal induction process in place for new staff. Lack of organisation of staff records means that not all records are available for inspection.

### **Improvements since the last inspection**

The setting was required to address three key issues at the last nursery education inspection.

The group are now:

1- Implementing new systems for planning and assessment which cover all areas of learning. Because of staff changes these are not fully developed so the group are not able to evidence how they use these records to progress children's learning.

2- Parents are given verbal feedback about their child's development but have few opportunities to contribute to their records as the new system is not fully established.

3- Children are given more opportunities to solve simple problems and recognise numerals during every day activities, increasing their knowledge of maths.

At the last inspection, recommendations were also made with regard to Care, and these have been addressed by: completing a risk assessment, which is in the process of being reviewed to ensure children's continued safety; developing knowledge of the Code of Practice (2002) for the Identification and Assessment of Special Educational needs, by attending training; and ensuring that daily records of attendance are kept accurately and all parents are requested to give their consent for emergency medical treatment.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:



The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- make sure that Ofsted are informed of significant events
- ensure that there are effective procedures in place for checking that staff are suitable to work with children

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities to share information with parents about their child's development in line with the stepping stones.
- continue to develop children's development records to ensure that children's individual developmental needs are met.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)