



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109812

DfES Number: 512389

### INSPECTION DETAILS

Inspection Date	02/02/2004
Inspector Name	Lynn Reeves

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hedca Pre-School
Setting Address	Coombe Road Gosport Hampshire PO12 4JB

### REGISTERED PROVIDER DETAILS

Name	The Committee of Hardway & Elson District Community Association
------	---

### ORGANISATION DETAILS

Name	Hardway & Elson District Community Association
Address	Coombe Road Gosport Hampshire PO12 4JB

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

HEDCA Pre-school is situated in a community centre in a residential area of Gosport, Hampshire and has been registered since 1996. The children who attend the group come from a variety of cultural and social backgrounds. The pre-school is managed by the Hardway and Elson District Community Association committee. The pre-school is registered to care for a maximum of 52 children. There are currently 61 children on the role who are receipt of government education funding. The group supports children with special educational needs and those to whom English is an additional language. The groups receives help and support from the Pre-school Learning Alliance and the Early years partnership. The group offers sessional care for the children and the accommodation consists of two classrooms and toilet facilities. Children have access to a fully enclosed outside play area. There are currently 15 members of staff who work directly with the children of which seven hold formal children care qualifications. All other staff are currently on child care training. The group is open Monday to Friday 09.00 until 12 noon and 13.00 until 15.30 term-time only. It is the groups policy to accept children aged 2 years and 9 months to 5 years.

### How good is the Day Care?

Hedca pre-school offers good quality care for children. Well organised use of space, resources and staff ensure the children are well cared for. Staff ensure the children are provided with a bright, clean environment by displaying their work on the walls and providing carpets and cushions to make children feel comfortable and secure. Most of the relevant documentation is in place although some lack the necessary details.

Safety procedures are in place, staff maintain high ratios and ensure the provision is kept secure. There are effective procedures in place for the safe arrival and collection of children. Health and hygiene practices are promoted, hand washing is encouraged and the children are taught how to prevent the spread of germs. Children are offered a wide range of snacks and drinks and parents wishes are respected in regards to dietary and religious requirements. Children with special

needs are fully integrated into the setting and staff know how to implement the child protection procedures to keep children safe from harm.

A wide range of interesting and stimulating activities are provided for the children which are well planned to help the children learn, progress and have fun. Children are given access to a variety of toys and the provisions reflect diversity. Staff incorporate and plan festivals into the curriculum to extend children's knowledge of the wider world. Behaviour management is dealt with in a sensitive manner, praise and encouragement is given and the children behave well.

Staff form good relationships with the children and their parents are kept informed of their child's progress by means of verbal discussions, newsletters, notice boards and meetings.

#### **What has improved since the last inspection?**

At the last inspection there were two actions made: Produce a written action plan detailing how the new supervisor will be supported whilst on training and maintain a fire log book.

Since the last inspection the supervisor has completed her training and a fire log book has been introduced. These procedures now ensure safety of the children.

#### **What is being done well?**

- Staff work well as a team and the key worker system is effective to ensure the children learn and progress. Good relationships are formed between the staff and the children creating a relaxed atmosphere which enables them to feel secure and happy.
- Accidents and injuries are well recorded and monitored and shared with parents to ensure they are kept informed of the child's well-being. Snack time is organised into a social time where the staff sit with the children and discuss social and family events. The children are encouraged to be independent in pouring drinks and using utensils to help develop their fine motor skills.
- Staff act as good role models and remain calm and consistent in their methods of dealing with behaviour management, they encourage children to share, take turns and to be nice to each other. Children are well behaved and show respect for others around them.
- Routines are in place which incorporate free play, structured play, quiet and physical play.

#### **What needs to be improved?**

- documentation, to maintain contact details of visitors and display Ofsted's contact details to parents
- documentation, introduce a lost child procedure.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
14	Ensure Ofsted's details are available for parents and maintain the visitors book with the required details.
14	Implement a lost child procedure.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Hedca Pre-school is acceptable and of good quality.

Children are making generally good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Their progress in physical development and creative development is very good.

The quality of teaching is generally good. Most staff have a clear knowledge of the foundation stage which enables them to plan a wide range of activities. Staff form good relationships with the children and respond well to their needs. The planning and assessments reflect the children abilities and these are used to inform next stages of planning. The group accept children with special educational needs and there are effective systems in place to support them. The SENCO worker is pro-active in her role and she works closely with parents and outside professionals to ensure individual needs are met.

The leadership and management of the setting is very good. The supervisor and staff show commitment to the group and the staff work well as a team. An appraisal system has just been introduced and the staff are active in updating their child care knowledge through training. Activities and teaching methods are monitored and evaluated. Committee and staff meetings are held regularly to discuss the groups aims and objectives.

Partnership with parents is generally good. Parents are informed of their child's progress towards the Early Learning Goals through detailed individual records. Parents have access to a variety of information about the group via prospectus, newsletters, noticeboards and daily verbal feedback from staff. However, insufficient opportunities exist for parents to fully contribute towards their child's progress. Parents find the staff friendly and approachable.

### What is being done well?

- Children are confident, enthusiastic and motivated to learn. They develop good relationships with their peers and adults and behave well.
- Staff present stories in a variety of ways to develop children's language and communication skills.
- Children enjoy participating in the singing sessions and regularly explore sound and musical instruments. They show a good awareness of space and move confidently.
- Children's creative development is encouraged through a wide range of activities incorporating art and craft, music and imaginative play.

- Children with special educational needs receive appropriate levels of support enabling them to be fully integrated in to pre-school.

#### **What needs to be improved?**

- opportunities for the children to self-select resources and use incidental writing
- opportunities for the children to develop their understanding of addition and subtracting
- opportunities for the children to see and identify living things.

#### **What has improved since the last inspection?**

At the last inspection there were three key issues raised: 1) To extend the programme for language and literacy: 2) Introduce a range of activities to promote knowledge and understanding of the world by exploring living things and use natural resources: 3) Extend the way in which parents are kept informed about events and activities.

Since the last inspection practical activities have been introduced to extend the children's knowledge in language and literacy regarding shape, name and sound. Writing skills are practiced daily using large and small letters.

Children look at similarities, differences and pattern through a range of activities and the children use technology on a daily basis to extend their knowledge and understanding of the world.

Information is displayed on the parents notice board detailing the daily activities, themes and events. Half termly newsletters are sent to parents and a key worker system has been introduced to keep parents informed of their child's progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children show good levels of concentration during group activities such as registration and story time. They are beginning to work independently and co-operate well in small groups by taking turns and sharing with their peers. Children are confident and enthusiastic and are keen to be involved in activities, however, their progress is limited in self-selecting resources. Children have established good relationships with the staff and behave well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children are showing confidence in their spoken language and develop their skills through conversation. Some children are able to write their names in full and others are beginning to form letters. Children are starting to link sounds and letter and recognise that print carries meaning, although opportunities are missed for incidental writing. Staff extend children's language through effective questioning and present stories in a variety of ways that allow the children to take an active role.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Most children are able to count to ten and above. They are beginning to use mathematical language and children sort and explore shape, colour and size. Staff provide a range of resources to encourage the children to learn about position, quantity and volume, although children's progress is limited in completing practical activities for addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children learn about themselves and the world around them through the planned activities. They enjoy and experience a range of senses through free play and creative work such as dried pasta, rice, sand and play dough. Children have opportunities to use a range of technology and programmable toys, however, opportunities to see living things is limited. Children experience a range of celebrations, customs and festivals.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children recognise the importance of keeping healthy by following good hygiene procedures and eating healthy foods. Children are gaining good manipulative skills and co-ordination by using a range of tools and equipment such as pens, scissors, spatulas and rolling pins. Children demonstrate an awareness of space and other people by manoeuvring themselves safely. Gross motor skills are developed through dancing, jumping, climbing and catching.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are provided with daily opportunities to undertake creative activities. They are able to explore colour and texture through a range of materials. Children enjoy singing and dancing and explore sound with musical instruments. Children use their imagination in role play, music and stories.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide opportunities for the children to self select resources and use incidental writing
- provide opportunities for the children to develop their understanding of addition and subtracting
- provide opportunities for the children to see and identify living things.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*