

TMA Helping Hands Pre-School

Inspection report for early years provision

Unique reference number	141824
Inspection date	20/09/2010
Inspector	Cordalee Harrison

Setting address	2 Church Hill, Two Mile Ash, Milton Keynes, Buckinghamshire, MK8 8EQ
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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).

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

Two Mile Ash Helping Hands Pre-school opened in 1999. It operates from a community building that at other times functions as a Church. Children have access to the main hall, washing and toilet facilities and an enclosed outside play area. A committee of volunteers manages the pre-school. The pre-school is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register.

The pre-school is registered for a maximum of 32 children who are in the early years age group. Currently, there are 39 children on roll, all of whom are aged from two years. The pre-school opens weekdays during term times. Opening times are from 9.15am until 12.15pm. The pre-school supports children with special educational needs and/or disabilities and children with English as an additional language. The pre-school employs six members of staff to work with the children, an administrator and seven relief staff. Of these, the manager is qualified to level four, three members of staff are qualified to level 3 and two hold level 2 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is welcoming to children. Staff enable children to make purposeful choices about play, which is central to their learning experiences. The pre-school is the foundation of children's daily activities and promotes inclusion very well. Staff interact in a positive manner, which enables children and their parents to feel valued. Well-trained staff give children their time and attention in play and conversation. They also carry out ongoing assessment for each child. Although the leadership and management of the pre-school is strong overall, there are some weaknesses in the management of information. The pre-school demonstrates good capacity for improvement. There is regular training for staff, and strong links with the local authority's early years department; as well as established relationships with the head of local primary schools and nursery class teachers.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep information about who has legal contact with the child; and who has parental responsibility (Safeguarding and welfare) 20/10/2010

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

- extend activities within the outdoor area to increase outdoor play for all children

The effectiveness of leadership and management of the early years provision

Leadership and management of the pre-school are both strong. This enables the pre-school to safeguard and promote children's welfare, learning and development to a high standard. Staff have a good knowledge of the Early Years Foundation Stage framework and guidance, which they implement successfully. Safe recruitment practice ensures that all staff are properly vetted and only those cleared through the procedure are left alone with the children. All documentation required to safeguard and promote children's health and welfare is in place. However, the pre-school does not keep specific information about who has parental responsibility for each child. This is a breach of requirement. Records such as those for accidents, medication and complaints are up-to-date and they include all of the required information. In addition, staff are familiar with the child protection procedure; they know the member of staff who is the designated child protection officer and are clear about lines of communication to deal with child protection matters in the pre-school. Additionally, the safeguarding policy includes all of the necessary elements, which provide clear guidance for staff and parents. For example, the policy includes how the pre-school will deal allegations of abuse against staff.

The pre-school staff use risk assessments effectively. Close supervision of children and daily hazard checks effectively create and maintain a safe and secure environment for children. Fire exits are marked and kept clear and fire-fighting equipment, such as, extinguishers and a fire blanket are in place. In addition, the pre-school is generally free of tripping and slipping hazards, because staff tidy up and encourage children to join in. Children increase their independence and mobility by moving around freely and extend their activities to use most of the available space. The pre-school deploys its resources very well. There are sufficient ratios of qualified staff who know their roles and responsibilities. They work directly with the children and take care of all aspects of their health and welfare needs. Procedures such as planning activities and observing children are methodical and driven by the Early Years Foundation Stage framework and guidance. In addition, the staff team reflects the diversity of the local area. Some scripts other than English are displayed. This helps children and parents for whom English is an additional language to feel that they belong and sets the expectation that equality and diversity are important within the pre-school. Staff and parents understand the roles of the special needs coordinator and the key person, to ensure that the correct strategies are in place to meet the learning and developmental needs of each child in the pre-school.

The pre-school is using the processes of self-evaluation to identify strengths and to drive improvement. Through self-assessment, the manager has identified ways in which staff currently evaluate their focused activities. This assessment does not always provide sufficient information however, to assess how well the learning

intentions have been met. To improve upon this, training has been identified for all staff. Whilst making a sound start to evaluation the pre-school's assessment is not comprehensive. For example, they have not utilised the outdoor area to its full potential. The pre-school is proactive in developing partnership working with other practitioners. In addition to parents other providers, such as childminders speak highly of the pre-school. Parents and carers feel confident to raise any matters relating to children's education and welfare to promote continuity for the children attending.

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

Children are learning well through play. For example, they develop their understanding of self-care as they look after the dolls. They are making connections across all areas of the early years curriculum through activities that are well planned, interesting and stimulating. Children benefit from a range of focused activities with clear learning intentions. Staff are sufficiently confident to allow children to develop the activities to meet their individual learning styles. Differentiations in some group activities allow younger and older children to experience challenges that are age and stage appropriate. For example, all children promote their knowledge of the world and solve problems. The activities to promote these areas of learning are adapted to suit the varying stages of children's development. Children with shorter concentration spans construct with more simple construction materials and move freely between other activities, whilst children who can concentrate for longer use programmable resources, lace, thread and construct with more challenging resources.

Children are achieving through enjoyable learning experiences. The pre-school provides activities that are appealing to both boys and girls. Children are therefore, engaged and feel encouraged to develop their individual learning styles. For example, building a 'den' is appealing to the children. The learning intention to develop children's awareness of different textures is delivered as they explore and experiment in their creative play. They feel the smoothness of the plastic, the roughness of various types of netting and rope as they make their dens. Children work together in a group to get the job done; they talk about what they are doing and learn what works and what does not through first hand experiences. They are promoting their communication and social skills and developing very good skills for the future.

The pre-school does not always make the most effective use of the outside area but children experience some free flow play between in and outdoor activities. Children promote their physical development with activities that increases their coordination and balance. For example, they walk on stilts, throw and catch balls and beanbags and use bats and balls. Staff support the children well. This promotes inclusion and enables children who are less confident to develop new skills and to try new experiences. Children show pride in their achievements. They show staff what they can do, such as completing a picture, finding pieces for the jigsaw puzzle, and walking unaided on the stilts. Children know when they have

done well as it is commonplace for staff to acknowledge and praise their achievements. Children are developing their understanding of healthy lifestyles and good hygiene habits. They learn to wash their hands before eating and after using the toilet. The pre-school provides children with healthy snacks, mainly fresh fruit. Children know that their contributions are valued and show care and concern for others. For example, older children let staff know when younger children need assistance. Staff respond positively and promptly to children, which increases children's confidence and emotional security. Children are familiar with the daily routines and this helps them to feel safe. Good role modeling behaviour by staff helps children to remember to be polite and to say please and thank you.

Fire drills are conducted often which enables children to develop their own understanding of personal safety. The safe pre-school premises, resources and activities help children to recognise the features of safe environments. The variety of resources and activities that the staff make available to children enables them to experience all areas and aspects of the early years curriculum consistently. This coupled with ongoing observations, which involve parents and other practitioners ensures that the pre-school regularly reviews children's progress. The pre-school works very well with parents to identify the next step for each child's individual learning plan, which is based on the expectations of the early learning goals.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

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

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	2
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the Early Years Register 20/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the Early Years Register 20/10/2010