

# Hatch Warren Under Fives Pre-School Limited

Inspection report for early years provision

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<b>Unique reference number</b>	EY408886
<b>Inspection date</b>	21/09/2010
<b>Inspector</b>	Mandy Gannon

<b>Setting address</b>	Hatchwarren Community Centre, Long Cross Lane, Hatch Warren, BASINGSTOKE, Hampshire, RG22 4XF
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<b>Type of setting</b>	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.

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## Description of the setting

Hatch Warren Under Fives Pre-School Limited re-registered in 2010. It is a committee-run group and operates from various rooms in a community centre in Basingstoke, Hampshire. Children have access to an outdoor area. Children attend from the local surrounding areas. The pre-school is registered for 45 children on the Early Years Register and is also registered on the compulsory part of the Childcare Register.

The pre-school opens Mondays to Fridays, term time only, from 9.00am to 3.00pm. Children attend for a variety of different sessions. There are currently 70 children on roll, all in the early years age group. The pre-school is in receipt of funding. The pre-school is able to support children with learning difficulties and/or disabilities, and children who speak English as an additional language. The pre-school also runs various groups for younger children including; parent and baby, messy sessions and parent and toddler groups. There are 15 staff members employed to work directly with the children, of these, staff all hold relevant early years qualifications. The head of the pre-school holds a Foundation Degree in Childhood Studies and is working towards a BA in Early Years and the Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit in a setting where well developed knowledge of each child's individual needs ensure their needs are met and are highly valued as individuals. Staff have an accurate understanding of children's unique qualities and a common sense approach between all adults successfully ensures the best outcomes for children. Children enthusiastically participate in a wide range of stimulating activities in a caring environment where skilled staff meet children's welfare, learning and developmental needs. Regular self-evaluation by the manager and staff team ensures that priorities for further development are identified and acted on, resulting in a setting which effectively meets the needs of those attending.

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

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

- further develop and extend communication systems to include an environment that is rich in signs and symbols developing children's awareness of different formats such as signing
- develop ways and provide opportunities for children to contribute to the evaluation process

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

A comprehensive awareness of safeguarding issues among adults within the setting at all levels ensures that children are safeguarded. Excellent recruitment and vetting procedures are followed, including successful induction of new staff. Clear management responsibilities are in place with a designated person with the responsibility for safeguarding; a collaborative approach ensures that all staff complete regular training on safeguarding. Children's well-being is promoted through accurate policies and procedures which are shared with parents; they are reviewed and updated, if required, on a regular basis. Highly effective risk assessments are conducted and action is taken to manage and eliminate risks. Children demonstrate an excellent understanding of safety issues and recognise how to keep themselves safe.

Children benefit as the staff team work tirelessly together to improve their provision, identifying areas for further improvement. All staff play an active role in the setting where they are valued and contribute to the evaluation process together with parents, although children's views are yet to be considered. A motivated and enthusiastic management team has an accurate understanding of their provision and is committed to improving the outcomes for children. A wide range of toys and resources are provided in an enabling environment and effectively meet the needs of the children. A well organised environment enables children to freely and independently make choices successfully supported by skilled staff. All children and their families are highly valued in the setting where the staff have a good knowledge of each child's background and individual needs. An inclusive provision is provided where strong relationships with other agencies are promoted to ensure good quality support for children with special educational needs and/or disabilities.

Successful systems are in place to inform parents about aspects of the provision and provide them with accurate, up-to-date information. Effective communication channels and positive relationships with parents and carers ensures strong partnerships are formed with all working together to best meet the needs of the child. Parents play an active role in the provision where they are actively involved as an integral part of the pre-school through a variety of ways including a parents' rota, committee, consultation evening, contributing to their child's learning and development records. All parents spoken to during the inspection praised the pre-school and one parent commented 'staff are brilliant they not only support the child but the whole family'.

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

Children enter the premises with confidence, they are warmly welcomed and self register on arrival. Children independently make choices, settle and become involved in their chosen activity. Children benefit from strong positive relationships

with the staff and their peers, showing care and respect for each other as they hold their friends hand and show concern when a child hurts themselves. Children work exceptionally well independently and with their peers showing excellent negotiation and cooperation skills as they begin to resolve any issues. Children's behaviour is exemplary as they begin to show an excellent awareness of responsibility within the setting. Children are secure and develop a sense of belonging to the setting through well organised routines and a calm consistent approach. Children have an accurate understanding of what is expected of them as they stop and listen when the tambourine is shaken and demonstrate through their play about their awareness of dangers and how to keep themselves safe.

Children demonstrate that they are well informed about healthy living as they are involved in shopping trips to the local supermarket as they link cooking activities to stories. They make porridge when discussing Goldilocks and the three bears, make fruit salad and vegetable soup when discussing 'Handa's surprise' and 'the very hungry caterpillar'. Children benefit from regular exercise as part of maintaining a healthy lifestyle and freely access the garden which is accessed throughout the year as they make 'snow angels' in the snow and discover ice on the sandpit cover. Innovative experiences both inside and outside engage and promote a range of physical activities such as building dens, hiding under camouflage nets, investigating and moving logs in the discovery area and making trains using cardboard boxes. Children have an excellent understanding of the importance of following good personal hygiene routines and make healthy choices at snack and meal times.

Children play well together and independently become active, curious and inquisitive learners. High quality planning ensures that each individual child is offered an enjoyable and challenging experience across the areas of learning. Children show increasing levels of attention as they share a book in the home corner with a member of staff and ask for and enjoy a story while they eat their snack. Children enthusiastically select a book to take home and to share with parents. Staff have begun to develop children's knowledge and understanding of other communication systems through the introduction of signing. Staff ensure that activities are well planned, based on accurate observations and assessments where the individual needs of each child are met. Staff's strong understanding of the learning and development and welfare requirements including the Early Years Foundation Stage successfully promotes children's learning, social, physical and economic well-being. Planned purposeful play and exploration is successfully organised both indoors and outdoors with a balance of adult-led and child-led activities fostering children active learning where children are motivated and interested.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
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	2
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	2
The extent to which children adopt healthy lifestyles	1
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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## **Annex B: the Childcare Register**

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

Met