

# HEDCA Pre-School

Inspection report for early years provision

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<b>Inspection date</b>	23/09/2010
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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

HEDCA Pre-School has been registered since 1996. It is a management committee run pre-school that has charitable status. The pre-school operates within the HEDCA community centre which is situated in a residential area of Gosport, Hampshire. The pre-school has sole use of two classrooms and shared use of the toilet facilities. There is a fully enclosed outside play area.

The pre-school is registered to care for a maximum of 52 children at any one time; all of whom may be in the early years age range. Currently there are 65 early years age group children on roll. Care is also able to be provided for children aged over five years. This provision is registered by Ofsted on Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with special educational needs and those for whom English is an additional language.

The management committee employ 13 members of staff; most of whom hold a National Vocational Qualification (NVQ) at level 2 or 3. Some staff are currently on training to achieve an NVQ or to enhance their existing qualification.

The operational hours of the pre-school are Monday to Friday, 8.30am to 3.30pm, during term time only. Children's hours of attendance are able to be flexible within these times.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are developing personal confidence and good communication skills in this supportive and welcoming environment. Staff plan activities that are fun and interesting and are skilled at ensuring all children can take part, whatever their stage of development or background. The pre-school has strong partnerships with parents of children who attend, which ensures that staff are able to identify children's individual needs. Policies and procedures are implemented effectively. Management and staff have worked hard to address the previous recommendations and actions set at their last inspection, and are keen to address any areas for development, hence, continuously driving improvement for the benefit of the children. As a result, all children are making good progress towards the early learning goals.

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

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

- develop the organisation of the learning environment, ensuring they are

suitably resourced in all areas to extend children's imagination and learning experiences

- provide more opportunities for children to find out about and identify the uses of everyday technology, and use information and communication technology and programmable toys to support their learning.

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

All staff have a good understanding of child protection procedures and know how to implement these effectively to safeguard the children. Recruitment and vetting procedures are in place to ensure all adults working with the children are suitable to do so. Staff are familiar with the procedures to follow should they have concerns regarding the children's welfare. The records of accidents and incidents kept by the pre-school are thorough and most staff are trained in first aid, which ensures minor injuries of children are able to be dealt with immediately. Detailed risk assessments are carried out to ensure the premises are safe and secure for the children.

The manager and staff team meet regularly to discuss ideas and to identify areas for improvement. Daily routines, staff performance and training are continually being evaluated to ensure they meet the needs of the children. Staff deployment is good, ensuring all children are fully supervised and receive support and encouragement throughout the day. All staff are actively encouraged to attend training courses; to ensure their knowledge and understanding of the Early Years Foundation Stage continues to develop for the benefit of the children.

The sessions run smoothly and space is used well, to ensure all children are able to participate fully in the range of available activities. Staff set out the two rooms available with the resources before the start of each day in preparation for when the children arrive. The environment is light, bright, and well organised and children's artwork and creations adorn the walls, developing their sense of belonging and achievement. Most of the equipment is stored at a low-level enabling the children to access the resources independently. However, some areas are not always suitably resourced to extend children's learning across all areas. Children are beginning to learn about equality and diversity through a range of planned topics and themes; these cover festivals from around the world, food-tasting activities, dressing up in various costumes and seeing a range of visitors. They use a range of multicultural resources, and positive images of ethnicity, gender and disability are displayed around the pre-school. Children are starting to learn basic Makaton sign language and enjoy practising this during their snack time. Procedures are in place to support children with individual needs. Staff are skilled at varying the activities to ensure all children are involved and gain the most of what is on offer.

Children benefit from the good relationships between the staff and their parents. Information is shared openly and parents are encouraged to be involved in their children's learning. Parents are able to 'Stay and Play' with their children and are encouraged to record 'WOW' moments of their child, which can be shared with the staff and other children in the group to promote their child's self-esteem. Parents have access to their children's records at any time and are able to make written contributions about their children's learning. Regular newsletters and notice boards

keep the parents fully informed about changes and developments. Questionnaires are used to seek the views of parents and the information on children's starting points help to build partnerships. There are systems in place to share information with other providers of the Early Years Foundation Stage; this ensures the children's care, play and learning in one setting complements another.

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

Children enjoy a wide variety of activities and experiences to promote their learning and development. Children are very well supported by the staff and build positive relationships with very good interaction. Staff listen to children as they talk and the staff ask the children what they are doing, to encourage children to think for themselves, for example, as children play with chalks in the playground, some decide to draw around each other and lay on the ground for others to make marks around them. Staff join in with enthusiasm, helping the children and encouraging them to talk about the different sizes and shapes they have made. The children enjoy opportunities to dig in the newly introduced allotment and happily talk about the produce they have grown and dug up.

Children demonstrate good creative thinking and imagination as they play in the home corner; they pretend to ring their mummies on the phone and cook dinner for everyone, and others enjoy dressing up and acting out super heroes.

Staff have developed good knowledge of the Early Years Foundation Stage and implemented a well-balanced curriculum. Regular observations are carried out as children play and planned activities are evaluated to assess if learning objectives are met. Staff monitor each child's progress to identify the next steps in their development and highlight if additional support or further challenge is needed. As a result, all children are making good progress in all areas of their learning and development. Children are learning good skills for the future, such as practising letter sounds and recognising their own names as they self-register. They practise their emerging communication skills in a variety of ways, for example, drawing with various mark-making materials, joining in with familiar songs and rhymes and looking at books. However, use of everyday technology and programmable toys are limited to support children's learning. Children enjoy spending time indoors and outside in the fully enclosed garden. They demonstrate good spatial awareness as they kick balls around the playground and play with hoops. They develop use of their larger muscles as they jump, bend and stretch acting out actions to 'Farmer's in his Den'. Children demonstrate good creative skills as they explore with paint, dipping their fingers in and making hand prints. Others enjoy making snakes, worms and snails with the play dough. Children show curiosity and excitement as they observe 'Brian the large land snail' in his tank, they talk about the feelers that keep popping out and the slimy trails it makes.

Children learn how to keep themselves safe through discussion and gentle reminders, for example, how to hold the knives correctly to spread the butter on their toast. Regular fire drills are conducted with the children and they listen well to instructions, such as lining up nicely before going outside. Children learn about their own health and safety through nutritious snacks, helping themselves to water and getting regular exercise. Children sit well during group time, taking an interest

in stories and listening to instructions. They are beginning to show consideration for others as they use the egg timer to share resources. The consistent rules and boundaries implemented by staff are effective and children learn the sound basics of good behaviour by being reminded of the group's rules.

## 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	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

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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	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:

Met

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

Met