

Hawkesbury Pre School and Toddlers

Inspection report for early years provision

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15/09/2010

Inspector

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Setting address

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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*.

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Description of the setting

Hawkesbury Pre School and Toddlers opened in 1970 and is managed by a voluntary committee. It is registered on the Early Years Register and may provide care for up to 24 children aged from two years at any one time. There are currently 10 children in the early years age group on roll and of these seven are in receipt of early education funding.

The pre-school is open each weekday during term time, except Tuesdays, from 8.45am to 11.45am. A parent and toddler group is run on Tuesdays and a lunch box club is offered subject to demand. The pre-school operates from the village hall in Hawkesbury Upton, South Gloucestershire which has disabled access. The children use the main hall and, occasionally, a first floor room. There are toilet and kitchen facilities on the ground floor and the adjacent play park and playing field are accessible directly from the premises.

The committee employs three members of staff, all of whom hold appropriate qualifications. Of these, one is working towards a level 3 qualification and the playleader, who holds a level 4 certificate in Early Years Practice, is working towards a Degree in Childhood and Youth Studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school offers a happy, relaxed environment where the individual needs of children are soundly supported by caring adults. Each child is allocated a key person to assess their stages of development which, overall, helps staff support children to make sound progress in their learning. The pre-school promotes many aspects of children's welfare with success, ensuring they are safe and secure. Positive working relationships are in place with parents to ensure they are kept informed about the setting. In-depth reflection by the committee and newly-appointed play leader has identified priorities for future development to offer a service that is responsive to the needs of all families.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills to consider any problems encountered and how these were resolved
- extend the use of routines and children's access to outdoor play to increase opportunities for their independent learning and all aspects of their development
- support children's communication, language and literacy skills through use of

display and by ensuring access to writing in the environment

The effectiveness of leadership and management of the early years provision

The pre-school is being soundly organised. The required policies and procedures are in place and these are currently being updated under the new leadership. Overall, the staff are highly qualified and they have rapidly developed a good rapport and work well together as a team. They are given supportive guidance about their roles and responsibilities within the pre-school. There is a suitably trained, designated person for child protection and staff are clear about procedures to follow in the event of any concern. All staff are vetted and their ongoing suitability and training needs are monitored through a developing system of appraisal. There are effective security measures in place and the daily record of risk assessment satisfactorily documents the hazards associated with the indoor areas and those for outings. Fire procedures are comprehensive, although not all staff and children have practised leaving the premises in an emergency. Other required records, including those concerned with children's attendance and health, are appropriately maintained.

Processes for evaluating the pre-school's strengths and areas for development involve all staff and families. Committee and staff have recently focused on self-evaluation and have gained the views of parents and children through a questionnaire and discussion. As a result, wide-ranging, action plans are in place identifying areas the setting would like to improve. For example, staff have identified the need to develop the system of observation and assessment, to increase the accessible storage of resources and to work more closely with parents. The actions raised at the previous inspection have been satisfactorily addressed to improve the outcomes for the children regarding safeguarding. Recommendations from the last inspection concerning partnership and children's learning are being carried forward for further development.

The partnership with parents and carers is sound. New families receive a welcome pack outlining what the pre-school offers and sharing its aim to provide equal opportunities for parents and their children. Ongoing information is then shared through a variety of ways including an accessible policy folder, informal feedback at the end of the day, notice boards, parents' meetings and by sharing children's progress records. Parents speak highly of the quality of care their children receive and of the range of activities and opportunities available. Some children currently attend other registered settings. Links with these providers are being developed to ensure that all adults involved with the children take part in the assessment process and to ensure consistent and continuous care.

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

Children, including the youngest, are happy and settled. They relate well to the staff and play happily with, or alongside, other children. The children join in freely-chosen and adult-led group activities with enthusiasm. They are familiar with the pre-school routines although these are not always used to enhance their learning, such as snack time. A varied range of activities is set out for children to choose from; some additional resources are stored so that children can access them to extend activities. The children move freely about the spacious hall, though there is minimal use of display of information, writing or their work around the environment to enhance their learning. They are usually taken outside for a walk or to the playground each session as there is no independent access to outdoor play. The activities and resources are now planned to cover each area of learning within the Early Years Foundation Stage and to foster the children's interests. New systems are in place for the key persons to assess and plan for the children's individual progress towards each early learning goal.

Children access some stored materials and tools to engage their interests, including construction and craft resources. They create, draw, paint and use a variety of media, including a cornflour and water mixture and, increasingly, experiment with resources of their choosing using their own ideas. Role play is a popular activity and the imaginative area is well used, for example, for children to play 'doctor' and take care of their 'babies'. Children develop appropriate skills for the future. They gain suitable social skills and independence. Many are confident in their communication, through gesture or language. They ask and answer questions, talk about what they are doing and make their needs known. Early writing resources and a selection of books are readily available for use. Children listen to stories read individually and in groups, showing interest in the illustrations and linking aspects of their lives to the story characters. Staff focus soundly on shape, space and measure and older children are able to comment on numbers, for example, of fruit pieces left, and understand 'one less', for example, in recorded number songs. There are effective resources to enable children to solve problems. They enjoy using recycled items for their own purposes, such as cardboard tubes and den-making equipment; they are fascinated while working out how to use technology, such as voice recording 'tablets' and children's computers.

Children feel safe and secure in the setting. A warm and friendly atmosphere is provided where children feel cared for and valued. Children begin to develop understanding of how to keep themselves safe. This is because staff describe safe practices and encourage them to develop their independence in appropriate ways. For example, they practise stopping in a musical game and follow instructions to leave the circle calmly. Children begin to develop a clear understanding of healthy practices. Suitable procedures are followed to minimise the risk of cross infection and help children to be independent in their personal hygiene. The children choose from a range of healthy foods and drinks and specific dietary needs are well managed. They enjoy frequent opportunities for fresh air and exercise, making regular use of the adjacent playing field and playground. Children's behaviour is good as they gain a clear understanding of what is expected of them. They

willingly take on responsibility when asked, for example, to carefully tidy their toys. They begin to develop a positive attitude towards the lifestyles of others as they walk around the community, visit the school and access multi-cultural resources, including books and small-world figures.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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