

# Hatchell Wood Pre-School

Inspection report for early years provision

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<b>Inspector</b>	Susan Rogers

<b>Setting address</b>	Plumpton Park Road, Doncaster, South Yorkshire, DN4 6SL
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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*.

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## **Description of the setting**

Hatchell Wood Pre-School opened in 1993 and is managed by a voluntary committee. It operates from a classroom, the school gym and hall in Hatchell Wood Primary School in Bessacarr on the outskirts of Doncaster. The children also have access to a secure, enclosed outdoor play area. The centre is registered with Ofsted on the Early Years Register. A maximum of 24 children between the ages of three and five years may attend the setting at any one time. The group opens five days a week, term time only and sessions are from 8.45am to 11.45am.

There are currently 24 children aged from three to four years on roll. All of the children receive funding for nursery education. The group supports children with special educational needs and/ or disabilities and those who speak English as an additional language. Five staff including the manager work with the children each day. One member of staff has an appropriate Level 5 qualification, three have a Level 3 qualification and one member of staff is working towards a Level 3 qualification. The setting receives support from the local authority and works in close partnership with the primary school, which enables them to share resources.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children settle happily at the setting and readily become involved in a variety of different activities. Staff support children's learning well as they use their knowledge of the Early Years Foundation Stage to extend children's learning. The inclusive ethos of the setting ensures that all children are treated equally and are supported with effective links between parents and external agencies. Children are developing well as they have access to varied activities which cover all areas of learning. The system for measuring the effectiveness of the setting is well established and staff are eager to further the development of the provision. The setting demonstrates good capacity for improvement.

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

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

- provide children with opportunities to discover the natural world in real-life situations.

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

Practitioners protect children well through the effective child protection policy and regular training. Procedures for vetting and assessing the suitability of staff are stringently implemented. Risk assessments are in place and carefully document any potential risks to children, thereby keeping them safe. For example,

arrangements for children to use the toilets in the school are carefully monitored by staff. The premises are welcoming and provide a range of learning opportunities through careful planning of the available space. Robust policies enhance the setting's good practice and provide additional safeguards.

Effective systems are in place to support staff's professional development which promotes their skills. Staff extend their knowledge by utilising the support of the local authority and consulting with other local child-care providers, demonstrating the commitment towards improvement and further development. The system for measuring the effectiveness of the setting is ongoing and takes into account the opinions of all stakeholders.

Equality and diversity are well promoted and activities encourage children to develop an awareness of the society they live in. Inclusive practice enables children with additional needs and those who speak English as an additional language to enjoy care that meets their individual needs. For example, reading materials in other languages have been collated to support specific children's needs. Staff liaise well with parents and outside agencies to access additional support and ensure continuity of care. The system for recording children's progress is developing. Staff recognise there is scope for further development by ensuring that their observations of children fully evaluate their progress so that the next steps in their learning can be successfully identified.

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

Practitioners strive to provide learning opportunities that enable children to enjoy their time at the setting. Children are confident, happy and settle well. Positive interaction with staff and other children promotes their learning as they find out about the needs of others. Children's independence is very well promoted; they cut their fruit at snack time and help each other put on their coats. They regularly access hand-washing facilities in the room so are practised in the daily hygiene routines. A combination of child-led and adult-led activities allow children to explore and experiment with imagined scenarios as well as to develop their listening skills. Their language skills are developed as they negotiate with each other during imaginary play and develop different ideas as they use the role-play area. They skilfully use small tools as they paint, cut and stick and dig into compost and sand.

Children's numeracy skills are promoted as they use number throughout their routines and recognise volume, size and shape as they fill containers in sand and water. Older children are recognising their names as they register for snack time and match their bikes to the same numerals in a designated parking spot. Although children eagerly explore the outdoor play area there is a lack of opportunity to encounter creatures, people, plants and objects in their natural environments and in real-life situations which limits their possibilities for wider learning and to discover the natural world.

A wide range of physical equipment promotes children's enjoyment of outdoor play

where they balance, climb and manoeuvre wheeled toys. They find resolutions to problems as they build with large scale equipment. They find ways of moving large containers during tidy-up time as they work as a team and recognise each other's skills.

Practitioners are effectively deployed throughout the setting. Activities in all areas are set out to promote self selection, ensuring that children enjoy activities according to their individual needs. Children's behaviour is good and is supported through clear behaviour management strategies, with staff acting as positive role models. Children's self-esteem is promoted through praise and encouragement as staff sensitively remind and encourage them to be kind, share and be helpful. Children's transitions into mainstream schools are well supported as they move from the setting.

## 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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