

Hambleton Pre-School

Inspection report for early years provision

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Inspector Michele Beasley

Setting address Hambleton Youth Hut, West Street, Hambleton,
WATERLOOVILLE, Hampshire, PO7 4RW
Telephone number 0239 263 2242
Email marcia.hambleton@btinternet.com
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

Hambledon Pre-School re-registered in their new premises in 2009 which is situated in the youth hut adjacent to the village hall in Hambledon in Hampshire. The group is a Public Limited Company by Guarantee with charitable status and serves children from the local community.

The pre-school is registered for 26 children aged two years to five years, although the groups practice is to offer places for children aged from two years and six months on a sessional basis. There are currently 24 children in the early years age group on roll of which 10 receive funding. The setting supports children who have special educational needs and/or physical disabilities and who have English as an additional language. The setting operates from 9am to 12.15pm on Monday, Tuesday and Thursday. This extends to 3pm on Wednesday and Friday for children staying for lunch and an afternoon session. Children attend a variety of sessions. There are currently six practitioners working directly with the children of which five hold relevant early years qualifications. This provision is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled, self-motivated, keen and interested and at all time purposefully occupied, and make good progress in their learning. Staff demonstrate caring and positive attitudes with all children, engaging in their play to ensure that activities are stimulating and offer appropriate challenge. However, the setting are aware that information technology equipment is limited in the provision. The setting demonstrate the capacity and ability to maintain continuous improvement. Partnerships are well established and regular communication takes place and this ensures that children's continuity of care and learning is promoted. Children are valued as an individual to enable them to make as much progress as possible given their starting points.

What steps need to be taken to improve provision further?

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

- maintain the temperature in the setting to ensure the comfort of the children and staff
- develop the uses of everyday technology and use information and communication technology and programmable toys to support learning.
- develop systems of self evaluation within the setting to identify and maintain continuous improvement

The effectiveness of leadership and management of the early years provision

Children benefit from the organisation of the setting and the deployment of experienced staff. All necessary records are kept accurately and staff implement a range of relevant policies and procedures. A risk assessment is made for the premises and for outings and children are protected by the procedures for ensuring that all adults are suitable to work with them. Staff have a good understanding of child protection issues, which also helps them to safeguard children. All required documentation is kept appropriately. Documentation systems support the smooth, safe and efficient running of the pre-school and contributes effectively to ensuring all children's welfare needs are met.

The leadership of the pre-school is good ensuring that the children are provided with a well planned curriculum covering the six areas of learning that engages them well, and results in them making progress in their learning and development. The premises are organised to provide plenty of clear floor space in the hall. However, the inadequate heating in the hall is an issue as it is very cold in the winter months. A varied range of resources and labelled equipment, are easily accessible to children to allow them to select them independently. There are strong systems in place to monitor and evaluate the provision. The staff have a secure knowledge of how children learn and the links with the Early Years Foundation Stage.

The committed staff work together as a team, understand their role and responsibilities, know the children well and enjoy good relationships with them. They receive strong support from parents and the committee, which is clearly committed to improving the provision further, communicating a clear vision for the setting's future. This is achieved through effective evaluation of the provision that accurately pinpoints the area needing improvement, such as acquiring more information technology equipment. Strong emphasis is placed on staff gaining further qualifications and undertaking regular training. Staff develop positive partnerships with parents through sharing information about their provision verbally at handover and through written materials, such as newsletters, link books and the pre-schools website. Parents' views are sought verbally and in questionnaires, and changes made, such as providing a session when the children can stay for lunch. Parents find staff friendly and approachable and know who their child's allocated key person is. They discuss children's progress at handover and during regular meetings staff organise. Staff help children's smooth transition to school and the reception class teacher from the local school visits the pre-school. The setting liaises with other early years provisions the children attend to promote continuity of care.

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

Children across the setting enjoy learning through exploratory play, based on their interests and capabilities. Children use a large hall where practitioners create suitable learning environments. Areas are defined to provide a role play area, book corner and creative area, for example. These support children's progress well across the six required learning areas. Staff adopt a flexible approach to the use of resources, so that children move them from one area to another, as they wish, which supports their investigative and imaginative play well.

As children move around the hall, practitioners encourage them to make good use of their new skills. The children recognise their names when they self-register, placing them inside a clear pocket. They develop as independent learners, confidently choosing equipment and toys as they move around the pre-school deciding what they wish to do. Clear defined roles and responsibilities, an established routine and the effective implementation of the key person system helps children to settle, become confident learners and make good progress in their individual learning. Children's language skills develop well, benefiting from good opportunities to contribute to discussions and ask questions such as 'what is fire' and 'why is ice slippery?'. Children gain early understanding in number, begin to write letters and enjoy books, all of which lay firm foundations for skills needed in future life. However, children have limited opportunities to use information and communication technology equipment, this is an area that the pre-school are working on to improve.

Children's behaviour is very good and they know what is expected of them. Consistent boundaries are reinforced through discussion. Children talk confidently about how to keep safe whilst picking up frozen ice outside to bring into the setting. They are encouraged to see the risks when water spills onto the floor from the water tray. They help to use a mop to clear up the spillage. This demonstrates an awareness of safety issues and showing a strong sense of belonging within the setting. The implementation of effective risk assessments and health and hygiene policies help to ensure a safe, secure environment. Children begin to understand the benefits of a healthy lifestyle participating in local walks around the village. They use their gross motor skills outside whilst running, cycling and playing hiding games in the nature area of the outdoor play space.

Throughout the provision, staff achieve a good balance of adult-led and child-chosen play. Planning throughout the setting centres around the six areas of learning both indoors and out. Staff understand the value of observing children's play and assess what children do frequently. Staff consistently record the next steps for individual children's learning; they understand what these are, as they know the children so well. Children play together in the water tray or paint a chimney for their Christmas play. They enjoy opportunities to investigate as they observe cobwebs, carve out pumpkins, count conkers and participate in cooking. A visit to the theatre to watch Jack and The Beanstalk was initiated through planting bean seeds and the interest of the story book. Children and their parents participate in fund raising events such as The Big Breakfast. Parents come for a

cooked breakfast and have their cars washed for a contribution towards the pre-school funds. Children develop a strong sense of belonging and responsibility forging strong links with the church and the local community.

Children are happy and confident in the routine. They have good opportunities to initiate their own activities and enjoy visits from other professionals such as the police to talk to them. Parents bring in live lobsters and crabs for the children to observe and discuss, this prompts drawing the sea creatures. Children's ability to fully extend their imagined ideas, develop their skills and problem solve are fully promoted through attentive, committed enthused practitioners. Children become aware of diversity through themed activities and discussions and the celebration of different events, cultures and festivals such as Harvest, Christmas and Chinese New Year. Individual home language and culture is promoted within the setting and this is continuing to be developed.

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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