

Old Hutton Pre-School

Inspection report for early years provision

Unique reference number

501095

Inspection date

27/09/2010

Inspector

Andrea Paulson

Setting address

Old Hutton Village Hall, Old Hutton C of E School, Kendal,
Cumbria, LA8 0NQ

Telephone number

01539720309

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Old Hutton Pre-school is run by a committee. It opened in 2003 and operates from two rooms and reception area of the village hall in the grounds of Old Hutton Church of England School in the village of Old Hutton, Kendal, Cumbria. A maximum of 13 children may attend the setting at any one time. The setting is open Monday to Friday from 9am to 12 noon, during term time. Children have access to an enclosed outdoor play area and share access to the school's outdoor facilities.

There are currently 8 children aged from two to under five years on roll. Of these, 6 children receive funding for nursery education. Children come from the village and the surrounding rural area. The setting currently supports children with special educational needs and/or disabilities.

The setting employs two staff both of whom hold appropriate early years qualifications. The pre-school is registered on the Early Years Register and on both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as each child actively participates in this inclusive and imaginative setting where the high level of staff interaction ensures that individual needs are met well. Their health and safety are ensured through consistent practices. Planning for children's learning is generally comprehensive and well presented. Partnerships with parents, carers and the community are strengths of the provision. They contribute significantly to children's learning in the enhanced environment and to their transition to school. Effective evaluation identifies further areas for development and recording systems are thorough, providing good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- provide additional opportunities to promote children's recognition of written text
- develop the planning system to ensure that all the areas of learning and development are delivered equally.

The effectiveness of leadership and management of the early years provision

The strong management, active committee and well-informed leadership ensure that children are well safeguarded. Clear vetting procedures are in place to ensure

that children are cared for by suitable people and all staff have an up-to-date understanding of safeguarding children issues. Risk assessments identify and resolve hazards to keep children and adults safe, both indoors and outdoors. The knowledgeable, experienced staff members work well as a team to implement the comprehensive, up-to-date and inclusive policies and procedures. Significant developments since the previous inspection enhance outdoor play. The thorough recording systems are well presented and self-evaluation is accurate and effective.

Highly skilled and conscientious staff provide a well-organised, bright and colourful environment with imaginative displays, mostly of children's work. The exciting range of activities maintains children's interest and active participation. Staff members are alert and well-organised in supervising the play areas to keep them accessible throughout the session. The key worker system ensures that each child's unique qualities are acknowledged and valued, with staff providing sensitive and flexible individual care. Staff members take pride in their work and make a strong team in supporting play and learning.

Children's awareness of the wider world is promoted through practical activities and resources which reflect cultural diversity. Children benefit from the warm and relaxed relationships that have been established between their parents and carers and the settings staff. The staff dedicate extensive time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle quickly and feel secure. Parents and carers receive an extensive range of information regarding their children's care and are routinely involved in their child's continuous learning and development. Extensive links have been built with other early years professionals and external agencies such as, the host school, the local community and services, such as the rural library. These links contribute significantly to the good level of children's well-being and learning. Children's welfare and continuity of learning are promoted well through discussion and sharing of individual progress records with parents. Parental feedback is highly positive with comments about the interesting activities and the conscientious, caring staff.

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

Children's learning and development are promoted well through effective planning which ensures good progress for each child. Observation and tracking are used well to plan the next steps in children's learning. However, the system to ensure an equal balance across all the areas of learning is less well developed. Staff members are committed to providing children with stimulating experiences so that they enjoy and achieve. Activities are often based on children's interests, such as farm vehicles and animals which encourage them to participate with enthusiasm. Children enjoy activities linked closely to topics like holidays. They pilot aeroplanes made out of cardboard boxes, 'write' tickets and pack their suitcases. The thoroughly-planned and well-resourced activities include making smelly potions out of leaves, textured play with lentils and rice, and water play pouring the 'spider down the spout'. Staff skilfully promote spontaneous learning as they explain a cattery, help children identify colours when mixing paints and describe the

crunchiness of an apple. Children match and sort resources as they tidy up, make patterns with sponge painting, pour with different containers and practise counting to become familiar with numbers. Letters and shapes are well displayed with labelling to reinforce children's familiarity with simple words and their meaning. A minor exception to this is that coat pegs have children's photographs but no names.

Children learn about healthy lifestyles as they have many opportunities for physical play. The outdoor play area is particularly exciting with a woodland area, adventure playground and field so that children enjoy much daylight and fresh air. The nutritious fruit is enjoyed by children and they take turns helping to prepare snacks. Children develop good understanding of health and hygiene through consistent practices and familiar routines, such as washing hands. They feel safe in the secure environment and learn about personal safety as they practise fire drills and explore the woodland area. Children use the computer and so develop skills for the future. They are very well behaved and work together as they share toys, take turns and tidy up. Children feel valued and welcome and are treated with warmth and friendliness so that they grow in confidence and self-esteem in this stimulating environment.

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	1
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----