

# Horam Community Pre-School

Inspection report for early years provision

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**Unique reference number**

109443

**Inspection date**

26/01/2011

**Inspector**

Sue Taylor

**Setting address**

Horam Village Hall, Horam, East Sussex, TN21 0JE

**Telephone number**

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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**

Horam Community Pre-School is a committee run group. It opened in 1977 and operates from two rooms in Horam village hall with access to the kitchen, an office and toilet facilities. Children have access to an enclosed outdoor play area. It is open from 9.30am each weekday with differing finish times, Monday is 1.15pm, for Tuesday and Friday it is 12.30pm and on Wednesday and Thursday the pre-school is open until 3.45pm. It is open school term time only, for 38 weeks of the year.

The pre-school is registered by Ofsted on the Early Years Register and a maximum of 30 children aged from two years may attend at any one time. There are currently 23 children on roll, some in part-time places.

The nursery has children who speak English as an additional language.

There are five members of staff, all of whom have National Vocational Qualification at Level 3 and the Manager at Level 4. The pre-school provides funded early education for three and four-year-olds.

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

Overall the quality of the provision is good.

Children make good progress in their learning, supported by the excellent use of resources. Strong relationships with parents and carers help involve them in their children's care and education. Overall they are kept very well informed of their children's progress. Effective arrangements exist to ensure children's safety and health. In general all children are recognised and valued as individuals. There are clear strengths in leadership and management, including plans for further improvement.

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

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

- strengthen the value of linguistic diversity, providing opportunities for children to develop and use their home language in their play and learning
- improve the children's learning records in showing how links between the children's achievements and the ongoing observational assessments are demonstrated.

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

Adults are suitable to work with children and effective procedures are in place for identifying any child at risk of harm. The pre-school environment, both indoors and outside is secure and safe. Comprehensive policies, procedures and recording systems help ensure that children are protected and well supported. All adults are well deployed to support children's learning and welfare. As a result, children are settled and well occupied. Clear risk assessment records are regularly undertaken and reviewed, with a written assessment and visit being undertaken prior to any outing.

All adults involved in the pre-school have high expectations and are keen to secure further improvements. The staff team are enthusiastic and this stimulates the children to want to learn and participate in activities. The staff are skilled at promoting positive attitudes to learning and this shows in the progress children are making and in their excellent behaviour. Through reflective practice the pre-school has clear plans to improve outcomes for children. Regular monitoring of children's achievements enables the manager and staff to identify and narrow any gaps. Through the staff's good knowledge of each child's background and needs, each child is well-cared for and valued for who they are. Within the available resources and planned activities there are opportunities to help children understand the society they live in. For example, children celebrate Chinese New Year and Divali, use resources that positively reflect the wider world and have access to dual language books. However, it is less evident how the pre-school provides good opportunities for children to develop and use their home language in their play and learning.

Resources are very well deployed to improve outcomes for children and support their learning. Children's outcomes are clearly attributed to the excellent use of resources, including the highly effective deployment of staff. The environment is safe and conducive to learning and children clearly benefit and thrive as a result of the setting they are in. In addition to the usual toys and games, the children benefit from baskets of natural objects such as cones, bark and feathers that allow children to handle natural objects and discuss where they come from. Also children can look at the objects from all angles at the same time using the three-way mirror. Media for exploring is regularly planned and as well as play dough or paints, children explore gloop, melting ice, noodles or cornflour and water.

The pre-school setting has a highly positive relationship with the majority of parents and carers. These well-established relationships help ensure children's needs are met. Parents and carers are regularly asked for their views and these are used to help inform important decisions. Children have good opportunities to share their views as they talk to the staff or from the Super Star sheets that they complete with their parents on a termly basis. Parents and carers are kept well informed about the pre-school and their child's achievements and well-being. They regularly take their child's Learning Journal home, have home contact books and are encouraged to support children's next steps in their learning. The effective liaison that the pre-school has with parents and carers contributes to the good

progress that children are making.

Communication between key persons and other providers delivering the Early Years Foundation Stage for particular children takes place regularly. This ensures information is regularly shared and used to enable continuity of learning and care. Partnerships with other agencies and professionals are established to support individual children when necessary.

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

Activities are well planned, based upon thorough observations and assessment. The identified next steps in children's learning are clearly linked to the Early Years Foundation Stage framework, enabling all staff to know what a child is working towards. The Learning Journals contain explanations to parents about the recording systems used so they can gain a good awareness of how well their child is progressing. Although, not all journals are clear in showing the link between a child's noted development step and the written observation or photograph that supports this. However, children are making good progress and some are making very good progress. The children are very engaged in their play and learning. They play well independently or with others. For example, two children work very well together to build a long track for their train, showing that children learn to cooperate. At the same time another child, lies on the floor at the other end of the track, totally absorbed in his own game. The available resources and activity tables enable children to make choices about their play, ably supported by the staff. Children show sustained interest in their play and there is much evidence to show they are becoming active and inquisitive learners.

Children have easy access to the toilets or individual drink bottles and as a result, independence skills develop and children have some control over their own care needs. The staggered snack time with healthy choices, is well organised and children enjoy the social occasion to chat with friends or staff member. Again skills are developing as they pour drinks or put spread on their malt loaf. They engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They benefit from being able to have some free flow access from the hall to the outside area during the session, as well as a planned group playtime outside.

The indoor climbing frame is a favourite and children take turns in making good use of the opportunities for climbing up the rope scramble net or ladder before going down the slide with varying degrees of challenge as the more adventurous go head first. They know how to keep themselves safe, as they do this with adult support and supervision. Children benefit from using tools such as scissors, the stapler or sticky tape dispenser at the craft table, being able to use the materials as they wish, developing their creative ideas. Information and communication technology is widely used by the children. They show competence when using the computer or operating the CD player. They enjoy stories and the adult reader

encourages questions and interaction from the children. Mark making opportunities are well supported to suit different learning styles, for example with large sheets of paper or paper and pencils in different areas of the hall.

Children develop a sense of belonging to the pre-school, with a good awareness of what is expected of them. Good quality interactions and well organised routines help young children become secure and confident. They show a strong understanding of how to keep themselves safe. Children develop excellent relationships with adults and their peers, displaying extremely high levels of confidence and self-esteem. They work exceptionally well independently and with their peers, showing excellent negotiation and cooperation skills. Children are respected as individuals and engage in a wide range of activities and experiences, which help them to value diversity. Their behaviour is exemplary and children begin to show an excellent awareness of responsibility within the setting. They also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future.

## 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	1
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	1
The extent to which children develop skills for the future	2

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