

Hedge End Village Hall Pre-School

Inspection report for early years provision

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Inspector

Judith Reed

Setting address

Village Hall, St Johns Road, Hedge End, Southampton,
Hampshire, SO30 4AF

Telephone number

07808 420258 (Mob)

Email

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

Hedge End Village Hall Pre-school is managed by a parent committee. It opened in 1971 and operates from a community hall in Hedge End, a residential area in Eastleigh, Hampshire. The pre-school is open each weekday from 9:15am to 12:20pm during school term-time only. All children have access to a secure enclosed outdoor play area.

The pre-school is registered on the Early Years Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 30 children aged from two to under five years on roll. Of these, 25 children receive funding for early education. It is the pre-schools policy to accept children from the age of two years and nine months. Children come from the local community and attend a variety of sessions. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs seven members of staff. Most hold appropriate early years qualifications and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and happy at the pre-school. They are familiar with the daily routine and enjoy a range of free play opportunities. Overall children's development is sound. The staff team, parents/carers and committee members are involved in the self-evaluation process and strive for ongoing development of the pre-school. Equality and diversity are appropriately promoted.

What steps need to be taken to improve provision further?

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

- continue to conduct observations of each child's achievements and ensure these are updated consistently in order to set individual next steps for development

The effectiveness of leadership and management of the early years provision

Children are safeguarded staff are trained in this area and keep relevant documentation to hand. An appropriate policy is in place and shared with parents/carers. A member of staff is appointed as safeguarding officer and she takes her responsibilities seriously. She ensures all necessary safety checks are carried out around the premises each day and that thorough risk assessments are

completed. All permanent and volunteer staff are checked as required. Children enjoy safe access to a well fenced, outside play area. Outside doors to the front of the building are locked during the session to ensure their safety. A member of staff stands next to the door, while it is open, at the beginning and end of the session to ensure children are accompanied by the parents/carers. All required documentation is completed to keep children safe and the parents sign children in and out of the building. Parents/carers complete registration forms, including permission for emergency medical advice or treatment, when their children start at the pre-school. Staff have good relationships with parents/carers and as a result, children are happy, settled, safe and secure in a setting where the key workers make efforts to meet their individual needs. This means that children make some progress given their age, ability and starting points. Parents/carers state that they communicate regularly with their child's key person and they share information from other agencies supporting the children. Parents/carers feel involved with their child's development and are familiar with the individual learning journey records. They are pleased with their children's progress and feel the children are challenged and the pre-school is supporting their development. The pre-school staff liaise with other agencies supporting the children to share relevant information. They also build good relationships with local schools to aid transition.

Self-evaluation is a process which involves the staff, committee, parents/carers and the children attending the pre-school. Parents/carers are encouraged to express their views and opinions and make suggestions. The committee is representation of the families attending the pre-school and reflects the needs of the local community. Therefore, the pre-school evolves and develops according to the views of everyone involved. For example, the session times have changed in response to parents/carers needs. The recommendations of the previous inspection have been addressed and children are safeguarded following changes in the registration process. Ongoing development of the pre-school is supported as staff are actively encouraged to broaden and improve their knowledge and skills, through specialist training as well as qualification courses. Plans are also in progress to improve the outdoor play provision.

All policies and procedures are available everyday, and parents are encouraged to read and understand them. This includes the equal opportunities policy. The pre-school displays positive images of disability to ensure all are made to feel valued and welcome. Currently part of the imaginative play area is set up as an opticians to enable children to try glasses and appreciate what it is like to wear them. The building is accessible. The staff and committee are fully committed to making any reasonable adjustment to the provision to enable access to all. The setting also operates an admissions policy, and welcomes families from all cultural, racial and religious backgrounds. Diversity is celebrated and festivals and special days are included in the planning. All staff are aware of anti-discriminatory practice, and are polite and respectful to all adults and children at all times. Staff make every effort to communicate with children from other cultures through smiles and hand signals. A wide range of resources are available throughout most of the session. The outside play area is shared with another early years group and it is available to children for half the session. The learning environment effectively helps children to progress because children make choices about whether they wish to play inside or outside and they move around the environment freely. Toys and equipment are

tidied away towards the end of the morning and children gather for singing and group activities such as 'The Farmer's in his Den'.

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

All children are welcomed into pre-school by the familiar staff. The practitioners get to know the children and ascertain starting points for their learning journey through forms completed by parents/carers, as well as through conversation. Children's learning is suitably supported because permanent staff know the children well. Trained volunteers support the permanent staff team during staff absence. Key persons record observations of children's learning, however these are not made regularly and therefore records are not up to date. Some next steps are set following observation but these are not up to date at all times and therefore children's progress may be limited. All children are supported and a special educational needs coordinator is employed. She holds small group sessions to support and ensure all children are given opportunities to express themselves. Children are interested in the wide choice of activities available and immediately settle after 'signing in' on a white board. The signing process helps children to develop their communication language and literacy skills. Children's creative development is very much encouraged and they delight in displaying their art work. A group art work display of The Hungry Caterpillar is in the book corner. Children help themselves to paint from push button containers. They also find some paper. Children are encouraged to use their fingers, hands and paint brushes to paint. The creative area is well used during the session and children help themselves to equipment from storage. Children also relish the opportunity to play outside and their physical development is good. They use a wide range of physical play equipment including tricycles, sit and ride cars, hoops, balls, balancing beams and sand play. Children line up to take turns on the balancing beam. They ask for support from adults. Children generally behave well. Children are fully aware of good hygiene routines and wash their hands before coming to the snack table. Children also take themselves to the toilets as necessary and independence is encouraged. Healthy snacks of fruit and bread sticks are provided and children make their own choices. They also have a drink of milk or water. Staff are aware of children's individual dietary needs.

Children feel safe as they are familiar with the environment and the staff team. They know the routine and enjoy their time at pre-school. Children are encouraged to discuss the positive rules of the pre-school and these are displayed. The pre-school welcomes visitors to discuss stranger danger, people who help us and road safety. Children develop skills for the future as they learn about communication language and literacy as well as problem solving, reasoning and numeracy. Children confidently count while playing games and are familiar with shapes such as circles. They enjoy looking at books and staff ask questions to make them think.

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	3
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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