

# Harefield Community Pre-School

Inspection report for early years provision

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**Unique reference number** EY233403  
**Inspection date** 03/03/2011  
**Inspector** Fiona Robinson

**Setting address** Harefield Primary School, Yeovil Chase, Southampton,  
Hampshire, SO18 5NZ

**Telephone number** 02380 471134

**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*.

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.

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## Description of the setting

Harefield Pre-school was first registered in 2002 and serves the local area. It operates from rooms within Harefield Primary School in Harefield, Southampton. There is ramped disability access to the building. All children have access to a secure, enclosed outdoor play area. The pre-school provides support for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 45 children may attend the pre-school at any one time. There are currently 67 children from two years to the end of the early years age range on roll. Of these, 57 children receive funding for early education. It is open each weekday from 8.30am to 11.30am and 12.15pm to 3.15pm, during school term times. There is also a lunchtime session from 11.40am to 12.10pm. Children attend for a variety of the sessions on offer.

The pre-school employs ten members of staff, of whom four hold a National Vocational Qualification at level 3; five hold level 2; one member is working towards a BTEC in Business Management and Childcare at level 4; and a member of staff is working towards an Early Years Foundation Stage degree. The pre-school receives support from a teacher/mentor from the Early Years team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children behave very well and are fully included in interesting, well-organised activities. There are excellent links with parents and the host school, and information is shared very effectively. Staff take into account children's individual needs and interests and overall they achieve well. The manager and staff have a clear, comprehensive understanding of the strengths of the provision and areas for development. As a result there is 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:

- widen the use of technology and include children in the recording and sharing of their experiences
- develop problem solving experiences in the sensory garden and wooded area.

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

Safeguarding is outstanding because comprehensive policies and procedures are fully implemented to ensure children's safety. Parents have a very secure knowledge of the robust procedures in place for the collection of children. Staff have an excellent understanding of safeguarding and child protection issues. There are very rigorous staff recruitment and vetting procedures in place. The pre-school is very secure and staff are deployed very effectively to ensure children's safety. Children have access to a good range of equipment that is safe and suitable for their age. Risk assessments are carried out regularly to keep the environment safe. Fire evacuation procedures are practised so that staff and children are familiar with the routine.

The pre-school is well-led and managed. There are good self-evaluation systems in place and the manager and staff take the views of parents and children into consideration when identifying priorities for improvement. Good progress has been made in addressing the recommendations from the previous inspection. Staff are currently developing the layout of the outdoor area. They make effective use of a good range of resources to meet the needs of the children. However, planning shows that opportunities for children to explore and investigate their natural environment are not fully developed. Staff actively promote equality and diversity and ensure that children are fully integrated into activities, such as making an excellent collage of a dragon as part of their Chinese New Year celebrations. Activities are regularly monitored and realistic targets are set for the children. Staff are widening the use of technology in the pre-school, such as the interactive whiteboard and the digital camera. However, children are not fully involved in recording and sharing their experiences with one another. Staff plan together and demonstrate a good capacity to improve through strong teamwork. They work hard to enhance their existing qualifications and experiences and regularly attend training opportunities.

Partnerships with parents and carers are outstanding. Parents say their children enjoy the activities and have fun at the pre-school. Key staff meet with parents and carers termly to share children's assessment records and their learning stories. Feedback from parents indicates that staff keep them very well-informed of their children's achievements and progress. They receive questionnaires which invite them to comment on the provision. They are kept well-informed of special events and fundraising activities, such as the 'Toddler' walk around the school field, through informal discussions, the parents' notice board and regular newsletters. There are excellent links with the host school and the provision benefits from the use of its outdoor environment and field. Staff liaise regularly with outside agencies and the school to ensure children experience a smooth transition into full-time education. Staff are very experienced in caring for children with special educational needs and/or disabilities, and support them well in their learning.

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

Children benefit from well-organised play, both indoors and outdoors, in their play area. Staff value their ideas and interests and incorporate these into the planning and organisation of activities. Currently, there are fewer opportunities for problem solving and sensory experiences in the wider, natural environment of the school field. However, the children are able to plant and grow vegetables in their own garden in their outdoor area. Overall, they achieve well in all areas of learning.

Children behave very well and have excellent relationships with one another. They concentrate and are thoughtful and considerate of one another as they take part in re-enacting the story of 'Goldilocks and the Three Bears'. They learn to take turns and share their resources with one another. Staff are excellent role models and have a consistent approach to managing the children's behaviour. Children with special educational needs and/or disabilities are supported to take part and make good progress. Staff encourage children to choose their own activities and join in and develop their play. Festivals such as Diwali, Eid, Christmas and the Chinese New Year enhance their experiences and give the children an excellent appreciation of other lifestyles and customs. Children create a wonderful, colourful dragon as part of their Chinese New Year celebrations and enjoy food tasting in their Chinese restaurant.

Children have an excellent understanding of keeping themselves healthy. They enjoy running, balancing on the climbing equipment and riding bikes and tricycles in the outdoor area. They learn how to make healthy choices at snack time and help to prepare fruit salads and pizzas with healthy toppings. They have a good understanding of keeping safe and learn how to use equipment safely as they make kites to fly. Children also learn about road and fire safety from the police service and fire fighters.

Children make independent choices from an interesting range of activities. Their creative skills are developed well as they print colourful patterns from potatoes and leaves. They use their imagination well as they re-tell the story of 'A Dark, Dark Tale' by Ruth Brown. They enjoy building dens and searching for insects. Most children can write their names by the time they leave pre-school and make good progress with their communication, language and literacy skills. Children enjoy using the computer and are able to complete simple programs. However, they do not make full use of the digital camera and computer in their activities to record their work. Most children can count up to twenty and beyond and are keen to identify shapes and numbers, both indoors and outdoors. They tunefully sing songs such as 'Five Speckled Frogs' to practise their counting skills. They develop their physical skills well by successfully completing an obstacle course and enjoy planting and growing pumpkins seeds and potatoes and tomatoes in their outdoor garden. They skilfully paint castles and scenery for role play in the outdoor area. They also benefit from outings to the park and farm. Overall, children are prepared well for their next stage in learning.

## 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	1
The effectiveness of safeguarding	1
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
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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	1
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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## **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