

Haylands Pre-School

Inspection report for early years provision

Unique reference number EY337262
Inspection date 09/02/2011
Inspector Carol Johnston

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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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Haylands Pre-school opened in 2006. It operates from a building within the grounds of St George's Infants School, Portland, Dorset. There are two main playrooms with toilet facilities. Children have access to the school playground and playing fields for outdoor play. The pre-school is registered on the Early Years Register and both parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four. A maximum of 40 children aged between two years six months and five years may attend the pre-school at any one time. The pre-school is open on each weekday between 9am and 3pm in term time only. A breakfast and after-school club also operates for children aged from two years six months to 11 years. The breakfast club opens from 8am to 8.45am and the after-school club from 3.15pm to 6pm in term time only. There are currently 62 children aged from two to under five years on roll. The pre-school supports children with special educational needs and/or learning disabilities and those who learn English as an additional language. The pre-school is run by a parent committee. They employ 10 staff, all of whom hold appropriate qualifications in childcare. Many of the staff are currently working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good. Children are very happy, settled and exceptionally confident. The staff team are very committed to meeting the needs of the children and are highly skilled in supporting them. The regard to safeguarding children is outstanding. Children really enjoy their learning and most methods in place to help them progress and develop are effective. The management team complete a regular process of self-evaluation to identify areas that will ensure the continuous development of the pre-school.

What steps need to be taken to improve provision further?

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

- develop the way children's next steps in learning are documented to enable all staff to have a clearer understanding of them
- reinforce children's learning about healthy options by working in partnership with parents.

The effectiveness of leadership and management of the early years provision

Children are very safe and secure. Security measures and thorough risk assessments protect them from harm. Thorough recruitment procedures, regular appraisals and ongoing training help to ensure staff's suitability. Staff have an

outstanding regard and commitment to safeguarding issues. Mobile phones are excluded and nappy changing is always witnessed. Staff have an extensive knowledge of how to identify possible signs of abuse and how to instigate procedures if a concern arises. Parents are clearly informed of the pre-school's responsibilities in this. In addition, a range of information leaflets about safeguarding issues are available to them.

Resources are used extremely effectively. Staff creatively set out activities on tables before children arrive. Children are then able to go straight to the one they choose and settle quickly when they come in. In addition, there is an extensive range of exciting resources in each room for children to independently choose from. Staff are very skilled in supporting the children during their free play and move flexibly between the activities to ask meaningful questions that will challenge the children and help them learn. Children's progress is tracked carefully by the key workers and they plan for their next steps well, each having an in-depth knowledge of the abilities of all of their key children. However, the knowledge about each other's key children is less secure and, as all staff work with all of the children during the day, this means that some learning opportunities are lost. Equality and diversity are promoted very effectively. Children have good opportunities to learn about the cultures and religions of others and there are extensive resources to support this.

Particular care is taken to help children who learn English as an additional language to feel settled. Staff learn how to correctly pronounce key words and they obtain books in the child's home language to help them feel immediately included. Children who have additional needs are particularly well supported. The trained special needs coordinator works closely with outside agencies, such as Portage and speech and language therapists to ensure that children progress in ways that are specifically tailored to their needs. Individual support is also given to parents and they are provided with ideas on how to help their child at home. A self-evaluation process is in place; completed regularly by senior staff and taking into account the views of the staff team.

All parents are encouraged to be actively involved in their children's learning. There are regular meetings and they are able to look at the learning records at any time. Regular newsletters tell parents of the activities and a parent questionnaire invites feedback and ideas. There are strong links in place with other providers who share the care of the children, such as local pre-schools, and staff continue to build on these to promote continuity in children's learning. The staff team are extremely positive, hard working and cohesive. They create a happy atmosphere and demonstrate a genuine commitment to the children and to the pre-school.

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

Children are exceptionally confident, secure and independent. They have a wide range of activities to choose from, such as sand and water play, messy play with spaghetti and foam, imaginative play and arts and crafts. The playrooms are creatively arranged to provide an investigation area with mini beasts, magnifying

glasses, magnets and binoculars. There is a mathematics area with exciting puzzles and number games; a role play area with dressing up clothes; and a cosy book corner. In addition, there are daily activities such as card and mask making, bubble painting and model making. Children are currently looking at growth and are monitoring cress seeds they have planted.

Children's self-esteem and security flourish in the pre-school. They are regularly praised by staff and always encouraged to be proud of their achievements. For example, their beautiful artwork is displayed proudly in each room, creating a lovely welcoming, bright and colourful environment. They receive stickers and certificates and when they become 'star of the week' for being helpful and kind; their photos are displayed for all to see. Children really enjoy their learning and there is a very happy and relaxed atmosphere, in which they are keen to explore and investigate.

Children's awareness of their own personal safety is outstanding. They spontaneously tell each other about being careful with string and scissors and they talk to each other about using the knife safely to butter their bread at snack time. They help staff to 'risk assess' the outdoor area and enjoy visits from the local police who come to talk to them about safety when they are out and about. Children have healthy snacks each day and learn to wash their hands before eating, after using the toilet and after using tissues. However, although the parent prospectus contains guidelines about healthy choices for lunch boxes, this advice is not always followed.

Children benefit from regular exercise and fresh air twice a day. Children wriggle, climb, balance, run and jump. They also enjoy riding bikes and scooters. Children are confident speakers and use quite complex sentences in their play. Communication is a high priority for staff and they use every opportunity to encourage children to vocalise or sing their favourite songs during the activities. There is a new 'sing-along' time each morning where parents join in to encourage familiarity of the songs at home. Children get on exceptionally well with each other and with staff. They behave well and are extremely respectful. They spontaneously use good manners without being asked. Children are currently involved in a 'Rights Respecting' scheme which helps them to learn about children's rights in all parts of the world. Currently they are learning about the importance of basic food and clean water in less developed countries. They are involved in many fundraising events both in the local community and for national events. These activities will help them develop a sensitive awareness of the needs of others who may be less fortunate than they are.

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	1
The effectiveness with which the setting promotes equality and diversity	2
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	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	1
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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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