

# Harting Village Pre-School Group

Inspection report for early years provision

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<b>Inspection date</b>	15/03/2011
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<b>Email</b>	
<b>Type of setting</b>	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**

Harting Village Pre-School is a committee run group providing care for children aged from two years to the end of the early years age group. The pre-school opened in 1983 and is situated in the village of South Harting near Petersfield. It operates from the village hall and serves the surrounding area. Accommodation consists of a large hall and a smaller room and the pre-school has a fully enclosed rubberised safety surfaced outside area.

The pre-school is registered to provide care for 26 children in the early years age group at any one time. There are currently 39 children on roll, this includes 21 funded three and four-year-olds. The group opens on Mondays from 08.45am to 12.30pm for children starting school in September and on Tuesday, Wednesday and Friday 08.45am to 12.00noon and 12.00noon to 2.45pm during school term time for all children. Children may attend for a variety of sessions. The pre-school is registered on the Early Years Register.

There are six members of staff who work with the children. Of these, four members of staff hold relevant childcare qualifications. The other two members of staff are experienced in working with young children and attend courses on a regular basis.

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

Overall the quality of the provision is outstanding.

All children are extremely happy and settled during their time at the pre-school. Staff get to know the children and their families exceptionally well, building very strong and trusting relationships. Overall, children are making rapid progress towards the early learning goals and their care, play and learning is promoted successfully in all areas. The well-established staff team work hard to identify any areas for improvement, through ongoing and robust evaluation. This positions them extremely well to continue driving improvement for the benefit of all children who attend.

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

To further improve the high quality early years provision the registered person should consider:

- regularly sharing information with parents about their children's identified next learning steps to enable them to extend their children's learning at home
- providing more stimulating activities to sufficiently challenge more able children and ensure they continue to make rapid progress towards the early

learning goals.

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

All children are safeguarded exceptionally well because all staff have attended child protection training and know how to implement the procedures to protect the children in their care. A full and comprehensive safeguarding policy is in place and shared with parents to ensure they are fully aware of the pre-schools responsibilities towards protecting the children. Robust and rigorous recruitment and vetting procedures ensure that all adults working with the children are suitable and effective systems monitor their ongoing suitability. All children enjoy a safe and secure play and learning environment because full written risk assessments and detailed daily checks are carried out to ensure the children are safe. Staff are vigilant and take steps to actively minimise the potential risks to children. For example, any spills are cleaned away immediately to prevent children from slipping. The building is secure and all visitors have to ring a bell to gain access. Visitors are required to show identification and sign in and out of the visitors book to ensure a full record of everyone coming into contact with the children is maintained.

The pre-school has made very good progress since the last inspection and have addressed all previous recommendations. For example, children now use different exits during fire drills to ensure they know what to do in the event of an emergency and parents are aware of the sick children policy to help prevent the possible spread of infection. All staff play an extremely active role in monitoring and successfully evaluating the overall effectiveness of the pre-school. They work together to identify any areas for development and act on their findings to ensure they continually improve the provision and the outcomes for children. For example, staff identified achievement gaps in mark-making skills between different groups of children and took action to close the gap. By introducing large scale outdoor mark-making opportunities and providing an interactive white board, all children are now making rapid progress in this area.

All staff actively promote equality in all they do, for example, when activities are planned they ensure there is enough for all children to participate fully. The activities, events and daily routines are organised effectively to reflect the individual needs and the interests of most children who attend. However, more able children are not always sufficiently challenged to ensure they continue to make rapid progress in all areas. All children are beginning to learn about the wider world through planned topics and themes, the use of multicultural resources and a vast array of activities reflecting a diverse society. Children enjoy food tasting activities, dressing up in traditional costumes, using cultural instruments and role play materials, listening to stories and music from around the world. Children are actively encouraged to respect difference and are beginning to recognise that everyone is different in their own way. For example, the children talk about where people live, what they look like, the colour of their hair, what their favourite things are and understand that everyone is different. Highly effective systems and procedures are in place to meet the needs of children who

have special educational needs and those who have English as an additional language. Children's individual needs are being met because the setting has developed very strong links with a wide variety of supportive and advisory agencies.

Partnerships with parents is exceptionally good. The clear and open lines of communication ensure that information flows freely to enable staff to support all children fully. However, information about the children's next learning steps is not regularly shared with parents to enable them to extend their children's learning at home. Parents receive a wealth of information about all other areas and aspects of the pre-school. Information is shared via email, through newsletters, policies and procedures, fun days, open evenings and parents coffee mornings. This enables all parents to spend time with the committee and air their views about the effectiveness of the pre-school. Parents views are also sought through questionnaires and the feedback received by the pre-school and any actions taken are published in the next newsletter. Parents have access to their children's learning journals and talk to their key people at any time. They are actively encouraged to become involved in their children's learning, and many parents and carers now regularly visit the setting to share their experiences and organise or take part in activities to promote the children's learning. For example, one parent set up a science experiment, another organises baking activities and others come in to talk to the children about their jobs.

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

All children are making rapid progress towards the early learning goals because the staff have an exceptionally good understanding of the Early Years Foundation Stage framework. Children participate in a vast array of innovative and imaginative activities, such as, large scale wall building with big bricks, using sand and water as mortar. They use everyday technology with ease and confidence, setting up and selecting programmes on the computer or photographing their own work or each other for the group photo album. Children enjoy using the interactive white board and they practise their emergent writing skills for a variety of purposes. For example, children write letters, make lists and record their findings. Older children are able to write their full names and younger children are beginning to form clear, recognisable letters. Children use their imaginations extremely well during role play and small world activities and they demonstrate very good communication skills. For example, children negotiate role in the home corner, work together to complete puzzles and discuss their own story lines with the small world characters. Children have ample opportunities to develop their physical skills both inside and outside using the well-equipped outdoor play area. They practise their climbing and balancing skills, play ball games and ride wheeled toys with speed and precision. Children demonstrate very good spatial awareness of themselves and others during large group activities. Children enjoy baking activities and use the tools and equipment with skill. For example, they control the electric mixer well and spoon the cake mixture into the cases with ease. Children weigh the ingredients and use the scales, then discuss the changes to the mixture as

different ingredients are added. They are encouraged to use descriptive words and staff introduce new vocabulary at every opportunity.

All staff are attentive and respond effectively and quickly to the children's requests, extending and developing their play as often as possible. For example, staff set up additional resources and activities incorporating the children's ideas, ensuring they all feel valued and involved in their learning. This has a positive effect on the children's behaviour because they are eager to learn more. They ask many questions and staff provide answers aimed at the right level for the children. All children have the opportunity to work independently or in large or small groups and cooperate well together. Children show consideration for one another, passing resources to each other or moving materials so everyone can reach. All children behave exceptionally well and are developing very good skills for the future. Children understand the rules of the group and know exactly what is expected of them because staff implement their high expectations consistently and are very positive role models. For example, staff recognise the children's achievements and praise their efforts, valuing them as individuals in all they do. Consequently, all children are polite and well mannered during their time in the pre-school.

All children learn the importance of staying safe through a range of practical activities, discussions and the group safety rules. Everyday activities often bring up discussions on safety, for example, children talk about using and carrying scissors safely, tidying up so that resources are not left on the floor as a potential tripping hazard, jumping safely from the outside climbing bridge and making sure nobody is in the way. Staff reinforce the children's understanding through conversations, such as, being careful not to throw sand in the sandpit and asking how the children would feel if the sand was to get into their eyes. All staff deployed effectively and they are able to join the children as they play and engage them in conversations, helping them to think about the consequences of their actions. Children are also developing very good self-care skills as they learn about the importance of good personal hygiene. They independently wash their hands at appropriate times and talk about 'washing away the germs'. Children are beginning to understand about healthy eating and the pre-school provides a wide range of healthy and nutritious snacks. Staff sit with the children and they talk openly about the types of food that are good for them. Children also benefit greatly from visits to the pre-school from a dentist as they learn about oral hygiene. Children make very good use of the outside play area and enjoy the fresh air all year round. They are beginning to show an understanding of their own bodies and recognise when they are too hot, feel cold or get thirsty after physical activities. All children thrive in the welcoming, exciting and vibrant pre-school as they play and learn.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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