

HCA Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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

HCA Pre-School opened in 1972. The setting operates from two rooms within a local community centre. It is situated within walking distance of schools and shops in Hullbridge, Essex. All children share access to a secure outdoor play area. A maximum of 38 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 9.15am to 3.30pm Monday to Friday.

There are currently 75 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, full days and part-time. The pre-school serves the local community and wider areas.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs eleven staff, of whom ten of the staff, including the managers, hold appropriate early years qualifications. Three staff members are currently extending their early years qualifications and this includes a degree in early years. A parent volunteer is also working towards a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the early years age range are making good progress as staff have an effective understanding of the Early Years Foundation Stage, early childhood development and the play and learning styles of young children. A friendly, inclusive and child-centred environment in which all children are able to make a positive contribution is provided. Promoting healthy lifestyles and ensuring children feel safe are integral parts of the pre-school's practice. Partnership with parents and others is good as successful relationships have been formed with all those involved in children's care. Self-evaluation systems have been implemented, however, further review is required to ensure progress is effectively tracked and monitored.

What steps need to be taken to improve provision further?

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

- develop further children's individual profiles to ensure a linear record of children's overall progress
- develop further self-evaluation systems to ensure continuous progress is effectively tracked and monitored.

The effectiveness of leadership and management of the early years provision

All required documentation including policies and procedures are in place and all records are comprehensive and maintained to a good standard for the safe management of the pre-school. Robust vetting checks are in place to ensure all adults working with children are suitable to do so. Staff have a good understanding of their role in safeguarding children. The written safeguarding policy is in place and has been updated in relation to mobile phones and taking photographs on special occasions, such as, the Easter Parade. Risk assessments are comprehensive and are effectively implemented by the staff. There are clear procedures in place for the arrival and departure of children to and from the setting and staff also continuously monitor the safety of the setting and the security of the main play rooms and garden area. The fire evacuation procedures are displayed within the provision and all fire equipment including fire exits are maintained to good standards further safeguarding children. Overall, children's well-being is effectively supported and they are fully safeguarded.

The organisation of daily routines including staff deployment fully supports children's play and learning experiences and promotes a positive child-centred environment. There is a good selection of resources and equipment across the six areas of learning and they are effectively organised, encouraging children's independence and choice, and promoting an inclusive environment. All staff have a clear understanding of their role and responsibilities as there are regular team meetings and ongoing communication across the staff team. Some staff have additional responsibilities, for example, Equality Named Coordinator, Special Educational Needs Coordinator and Safeguarding Officer and they are effective and experienced in their roles. Teamwork and staff commitment is good, as there is a positive emphasis on continued professional development, for example, working towards Level 3 training and degree training, and there are also regular short training courses, ensuring staff are skilled in their roles. The manager and staff work hard to maintain good standards of care and provide a positive play and learning environment, this includes addressing previous recommendations, implementing reflective practice and also improving the outdoor play area. Self-evaluation has been developed, however, self-assessment does not yet fully track and monitor progress.

Partnership work with both parents and other agencies is good. Staff endeavour to establish good relationships with parents as they listen to their views and contributions and will support families in meeting children's needs. The admission procedure, including the sharing of information, enables new children to settle into the pre-school effectively. Regular newsletters, the notice boards and ongoing verbal discussions ensure that communication is clear and consistent. Parents' verbal compliments include the sharing of information, children being happy and settled, the good range of activities that they participate in and children are making good progress in their development. Good systems are in place with those delivering the Early Years Foundation Stage to ensure transitions are effective and continuity of care is promoted.

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

Planning, observations and assessment arrangements are in place and are cyclical, ensuring that activity plans are effectively tailored towards children's individual needs and are challenging for all the children. Children's learning journeys provide a positive record of children's ongoing development, they include initial assessments, next steps and parents' comments and information are linked to the development matters framework. However, information within the learning journeys are not fully arranged to provide a clear linear narrative of children's progress. Overall children are making good progress considering their starting points and capabilities. Children learn about the wider world and cultural diversity through the good range of play activities and resources. The pre-school celebrate all festivals and this includes Christmas, Diwali, Easter, the Saint Days and Mother's Day. Children particularly enjoyed tasting 'kitchen god cakes' for Chinese New Year and Scotch pancakes for Burns Night.

Children are happy, settled and confident within the pre-school as activities successfully capture and sustain children's interests, for example, sand and role play. Staff are purposeful and considerate in their interactions as they successfully develop shared thinking, such as looking for fishes in the sand. Children are confident talkers as they use a very good range of vocabulary to express their thoughts and feelings, for example, the family's new dog and the treasure planet. The book corner is warm and inviting for children and the good selection of information and story books offer both instruction and delight, children particularly enjoyed 'The Gruffalo' story. Children also enjoy planned group sessions where staff skilfully lead children through story, singing and music and movement sessions. Staff also use Makaton during the registration time, to further promote inclusion. Children enthusiastically participate in songs for the Easter parade. There are regular visitors into the pre-school, providing information about their role, including the postman and lollipop lady and there are regular ball skill sessions with the local football team.

The two-year-olds attending are settled and confident, they enjoy playing with a good range of activities that are developmentally appropriate and are effectively challenging. They listen and follow staff's instructions, such as, getting ready for garden play and also listening to stories. They particularly enjoy creative activities where they explore and experiment with the properties of painting, sand, water and jelly play. The recently purchased sensory tents provide further opportunities for all children to develop their imaginations and self-expressions, using a good range of technological equipment. They particularly enjoy playing in a safe hiding space in which staff effectively supervise and monitor their play. Children's behaviour is good as staff successfully create an environment that values positive behaviour and offers lots of praise, rewards and encouragement. Children develop close friendships with their peers as they share and are cooperative in their play and show concern for one another.

Children's health and safety is promoted well by the staff as they ensure that they know about their own personal hygiene and how to be safe within the

environment. Children practise regular fire drills with the staff and staff continually remind and explain to them how to be safe, for example, using play equipment and walking around the indoor play space. Nappy changing procedures and the regular disinfecting of surfaces further minimises cross-infection. All staff are first aid trained and all required equipment is in place and effectively maintained. As a result there are good procedures in place to support children who require medication or unwell. Snacks are healthy and nutritious and children have access to fresh drinking water to ensure that they remain hydrated at all times. Good systems are in place to support children with dietary needs; this includes obtaining all the information, attending relevant training and writing detailed care plans. Overall, their health and well-being is effectively promoted.

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

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