

Holybourne Village Pre-School

Inspection report for early years provision

Unique reference number	509542
Inspection date	14/03/2011
Inspector	Jacqueline Munden

Setting address	Village Hall, Church Lane, Holybourne, Alton, Hampshire, GU34 4HD
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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

Holybourne Village Pre-School registered in 1983. It is a community pre-school managed by a committee of parents. The pre-school operates from a room the village hall in Holybourne, near Alton in Hampshire. Children access an enclosed outdoor play area. The pre-school serves the local and wider community. It opens Monday to Friday, during school term times only. Sessions are from 9am to 12 noon and 12 noon to 3pm. An optional lunch club is provided at midday. Children attend for a variety of sessions.

The pre-school is registered on the Early Years Register to provide care for a maximum of 26 children aged from two years to the end of the early years age group. There are currently 32 children on roll aged from two to four years. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school supports children with special educational needs and/or disabilities, and who speak English as an additional language.

There are four staff employed to work with the children. Of these, two hold relevant childcare qualifications and one is currently training for an appropriate qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are cared for by committed staff in a welcoming and inclusive environment. The effective partnership with parents and others involved in children's care ensures children's health and any additional needs they may have are met. Overall, a well developed knowledge of each child ensures their learning and development is promoted well. In general, staff reflect on their practice and implement changes to improve outcomes for children. However, some are not given high enough priority, and effective measures are not taken to ensure children are kept safe at all times. As a result, some welfare requirements are not met and the pre-school does not demonstrate a sufficient capacity to maintain continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure the premises, both indoors and outdoors, are safe and secure with particular regard to the outdoor low level perimeter wall (Suitable premises, environment and equipment) 31/03/2011
- take all reasonable steps to ensure children are unable to leave unsupervised and to prevent intruders entering the premises and outdoor area (Safeguarding and promoting children's welfare). 31/03/2011

To improve the early years provision the registered person should:

- enhance the system of assessment and planning to track children's progress towards the early learning goals to further promote their learning and development
- develop further the systems for self-evaluation to accurately identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- extend learning and development opportunities to enhance children's understanding of diversity .

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of safeguarding procedures and how to respond should they have a child protection concern regarding a child in their care. Robust employment procedures, induction and ongoing support systems ensure those adults working with children and those on the committee are suitable to do so. Risk assessments are conducted for the premises and for outings and the written record shows staff are aware of the risks. Some effective measures are in place to help protect children. However, a number of specific welfare requirements are not met in relation to security and children's safety. For example, not enough action is taken to prevent intruders entering the premises or to avoid children leaving unsupervised. The pre-school staff have accurately identified the hazards and risks posed to children when playing outdoors due to the perimeter wall being very low. They are in the process of obtaining planning permission to install higher fencing, but in the mean time fail to implement effective measures to help ensure children are kept safe from harm. All the required consents and records are maintained to promote children's good health.

The manager and staff team demonstrate a commitment to driving improvement within the pre-school, although the systems in place are not robust enough to identify and prioritise areas for improvement. As a result the risks to children's safety are not fully recognised and dealt with. A number of improvements have been made since the last inspection. For example, staff work hard to make the hall and inviting and attractive environment to be in. They continually look for ways to improve children's access to resources to increase their learning an enjoyment and an effective system is now used to assess and plan for children's progress. The pre-school implements some methods of self-evaluation. For example, parents comment through the committee and by responding to occasional questionnaires;

support from outside agencies is welcomed to help them identify and implement changes where needed.

Strong links forged with parents and others involved in children's care means their individual needs are met well. Effective systems ensure information is shared each day through discussion and a written description, accompanied by photographs, of what children have spent their time involved in is displayed. Parents report they are extremely happy with the care their children receive and the progress they make although some voice a concern regarding their safety outdoors. They feel welcome in the pre-school and particularly like opportunities to share their child's achievements and news by completing cards that are displayed in the hall. Staff liaise with other providers of the Early Years Foundation Stage that children may attend to ensure continuity in their care. Equality and diversity are promoted well. Staff work with other professionals effectively and any individual plans devised by them are implemented in the pre-school to support children further. Although no children with English as an additional language attend at present, staff are clear how they support such children and their families. The wide range of resources ensures all children can take part. For example, easy grip mark making equipment and a range of wheeled toys outdoors.

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

Children are very happy and settled at the setting. Their learning and development are promoted effectively and those children with additional needs are considered at all times to ensure they can take part. For example, staff ensure those with a visual impairment are seated appropriately at group time enabling them to fully participate. All children are actively encouraged to achieve and enjoy due to the enabling and accessible learning environment. Children are engaged as they independently select activities and resources to use. They equally enjoy and benefit from the planned activities that target and extend certain aspects of learning. For example, children notice as they mix blue and yellow paint it turns green. Staff provide further resources and plan activities to expand on this exploration of colour. For example, children use the light box to investigate how colours change when one or even two shapes are placed on top of each other. The small team of staff know the children very well and plan for their next steps effectively, using children's interests and ideas as well as information from parents and others involved in their care to do so. As a result, children make good progress. A written record is maintained to show children's achievements although it does not clearly track children's ongoing progress towards the early learning goals. Children learn good skills for the future. They show great skill and concentration as they complete appropriate computer programmes. They use technology to help them explore and play. For example, they use digital cameras to take photographs of their art work and creations. Children learn to use numbers as they use rulers to measure. Children use language to describe and compare the sizes of the dinosaurs they play with, for example, they are heard to make comments, including 'mine has a long tail, yours is shorter'. Many children are beginning to write their names and some, other words also. This is due to the high

expectation of staff and the effective ways in which children are encouraged to make marks and recognise words in everyday situations. For example, children are supported to change the disc in the computer. They follow the instructions on the screen to close the current running programme, finding the word 'yes' and clicking the cursor over it.

Children make a strong contribution to the pre-school which has a very positive affect on their learning and enjoyment. They learn about the wider world through interesting activities such as researching how people in some countries need to pump water from a well. They use some books and equipment to help them learn about people's differences although there are few visual aids to promote diversity in the setting. Children learn to express their feelings and control their behaviour through effective support from staff and suitable strategies. For example, children's achievements are celebrated by placing a description on stars on the display board and discussed at group time. Good manners are encouraged at all times and children share and take turns well. Children demonstrate great confidence and speak and independence as they speak and take part in activities. They offer ideas and are encouraged to think how to solve problems themselves. For example, loading programmes into the computer and how to make the headphones work. Snack time is used well to help children learn about self-care as they know they need to wash their hands to get rid of germs. They pour their own drinks and serve the fruit they know is healthy for them to eat. Staff make good use of the opportunity for children to learn about where food comes from and how it grows. Children excitedly gather the apple pips saying they are going to plant them in their gardens. They independently make envelopes to carry them home in, carefully folding the paper and using sticky tape to fix it. Children learn effectively about healthy lifestyles as they spend lots of time outdoors. They benefit from the free-flow use of the outdoor area in all weathers where all areas of learning are promoted well. They develop good physical skills and as they pedal bikes and practice throwing and catching balls. Overall, children are learning to keep themselves safe as they take part in fire drills and follow safe walking procedures on outings knowing the need to hold the 'walking rope'. In the pre-school, children learn to use tools such as scissors safely and to move around with care so as not to hurt themselves or others. When playing outdoors, they are reminded not to lean over or go over the wall to promote their awareness of safety.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	3
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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	3
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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