

Heavitree Community Pre School

Inspection report for early years provision

Unique reference number EY410585
Inspection date 15/02/2011
Inspector Rachael Williams and Jacquie Allen

Setting address South Lawn Terrace, Heavitree, Exeter, EX1 2SN

Telephone number 07890231312
Email joyph@hotmail.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Heavitree Community Pre-School re-registered in 2010 to operate from a new purpose built provision within the grounds of St Michaels Church of England Primary School, in Exeter, Devon. Children have access to one large main playroom. There are kitchen and toilet facilities within the room. There is a fully enclosed outdoor area to the rear which is partially sheltered. The group also visit the adjoining school to use their facilities.

The pre-school is registered on the Early Years Register to care for 26 children from two to five years. there are currently 53 children on roll in the early years age group. They are open on Monday to Friday from 9.15 am to 3.30 pm term time only. Children can attend a variety of morning or afternoon sessions with or without lunch time included.

The group is committee run. The manager holds a level 5 qualification. In addition, there are seven members of staff, of whom four hold appropriate level 3 qualifications or above in early years. The group also employ an administrator and receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning through efficient planning and assessment arrangements. On the whole, effective arrangements are in place to ensure welfare is promoted well and procedures to safeguard children are established. Strong partnerships with parents, early years providers and health professionals ensure continuity in children's care. Accurate self-evaluation procedures ensure that there is good understanding of the strengths and weaknesses of the early years provision by a dedicated team. Identified actions are well chosen and carefully planned to improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- devise a system to record the committee's suitability which includes the unique reference numbers of CRB disclosures and the date they were obtained (Suitability of adults) 22/04/2011

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

- review the procedure to follow if allegations are made against members of staff to include information on suspension.

The effectiveness of leadership and management of the early years provision

There are good systems in place to ensure that all staff are appropriately vetted and suitable to care for children. However, systems to follow up and track Criminal Records Bureau disclosure forms are not robust enough. This is a breach of specific legal requirement. Comprehensive risk assessments and well-written policies and procedures ensure children are cared for in a safe and secure environment. For example, there is a key pad system to prevent unauthorised access to the provision. All staff have attended safeguarding training and have good knowledge of procedures should an incident occur to ensure children's well-being. An appropriate safeguarding policy is readily available and includes the procedure to follow should an allegation being made against a member of staff however, this does not include information about suspension.

The room is welcoming to children with bright and interesting displays and photographs. There is low level storage, with pictures and labels, of an abundant range of high-quality toys and resources which encourage children to make decisions about their play. For example, children confidently select musical instruments and play them together unprompted. Children for whom English is an additional language are well supported through effective liaison with parents who provide key words to be included in displays to respects and value children's linguistic diversity. Through relevant activities such as, food tasting and celebrating festivals, children become aware of the diversity in our society. Mirrors are used effectively to encourage children to affirm their identity and to compare skin and facial features.

Parents comment on how valued and supported they feel during the initial settling in period and throughout their child's stay at the pre-school. Parents feel very well informed about their child's welfare and learning journey through daily discussions with their key person. Parents are encouraged to contribute to children's learning for instance, through adding post-it notes to the interest boards. The group are proactive in providing information to parents for instance, through regular newsletters, their website and blogs. Practitioners work closely with parents to ensure each child is included and appropriate support is accessed for instance, speech and language professionals. Partnerships with other early years providers are being developed for instance, practitioners plan to share individual learning diaries with other provisions to ensure continuity in children's care, learning and development. The group are proactive in accessing relevant information for new starters and ensure an effective liaison with health professionals for instance, portage workers, to encourage a smooth transition to school.

Through regular meetings practitioners have a clear understanding of how they wish to improve the provision for instance, involving children further in their learning by supplying a bear to take on their travels. Appraisals are being introduced to monitor professional development. The manager wishes to

incorporate specific time to observe and monitor the staff which will eventually lead to peer observations to support this system.

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

Children are confident communicators. For example, after observing children making spider biscuits a young child asks if he may join in. Practitioners are clear on instructions and he goes off to wash his hands. On his return he confidently asks the member of staff what he needs to do. He converses happily as he rubs and rolls the mixture to create his spider. Children confidently use mathematical language as they respond to the practitioner's questions. For example, they suggest that a spider has eight legs and use their fingers to count and represent how many. They are very competent at pointing out familiar numbers and letters on the keyboard of a laptop and use correct sounds for the letters in their names. Children play imaginatively. One child creates a scenario where her baby is unwell and explains that she has become poorly because she did not wear a hat yesterday and now she has a sore ear. Children play well together and assign roles, for example, a child offers to be the doctor as the baby may need some medicine. Practitioners encourage children to listen attentively by being creative with their names and encouraging them to think of rhyming words.

There is good organisation of the learning environment to encourage children's engagement in a broad and balanced range of experiences. Practitioners consider how children learn and provide numerous small group activities for children to participate in. For example, one practitioner reads a story, another does circle and singing games whilst a third engages children in counting rhymes. Planning boards are used well to ensure activities reflect children's interests and current motivations. Practitioners have good knowledge of children's starting points through their initial discussions with parents and consider each child's learning individually.

Children are supervised well through out the session both inside and outdoors. They become aware of their own safety as they are included in regular fire drills which are well documented. Practitioners offer clear explanations to the children for instance, a practitioner talks to one child about their hair band which is leaving small indentations across the forehead. Practitioners are sensitive to the child's reticence and explains the consequences if it is not positioned correctly or placed in their personal tray. Children are aware of expectations for instance, when they hear the bell they stop and listen attentively and all contribute to the tidying up process. Staff manage behaviour appropriately and in a calm fashion.

There are good systems in place to ensure children become aware of hygienic routines. Children are encouraged by staff to access tissues independently and, having blown their noses and disposed of the tissue appropriately, are reminded of the need to wash their hands. They receive clear explanations as to the possible consequences. Children enjoy nutritious snacks and are able to make healthy choices from the selection provided for instance, fresh fruit, raw vegetables,

breadsticks and fruit loaf.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

