

Harvington Pre-School

Inspection report for early years provision

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Inspector ISP Inspection

Setting address Village Hall, 44 Village Street, Harvington, Evesham, Worcs,
WR11 8NQ

Telephone number 07729 619552

Email

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).

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

Harvington Pre-school is a committee run setting that opened in 1976. It operates from two rooms within Harvington Village Hall, near Evesham. Children have access to an enclosed outdoor play area. The pre-school is situated in the heart of the village, close to the village school. It is open Monday to Thursday from 8.30 am to 2.45 pm during term time only. The pre-school also offers a breakfast club, holiday play scheme and collection service for children attending Harvington C.E First School and the school's nursery.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the setting at any one time. There are currently 27 children aged from two to under five years on roll, some in part-time places. The setting also makes provision for children older than the early years age group which is registered on the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, three of whom hold appropriate early years qualifications to NVQ level 2 or 3. The pre-school provides funded early education to three and four-year-olds and receives support from the local authority. It is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good with many new initiatives helping to raise standards and provide a firm basis for high quality care and early education. Children benefit from close, individual attention so that they are safe, healthy and make friends. They develop positive attitudes, are curious and interested and make the most of the strong community and rural location of their pre-school. Staff work closely with parents, the local school and other professionals to ensure that all children's experiences are both positive and rewarding. Leadership and management are strong and there is a shared vision for what they hope children will achieve. Those in charge show they are fully committed to the pre-school and are using self-evaluation and effective monitoring to help them achieve their goals.

What steps need to be taken to improve provision further?

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

- review and improve the system for assessing children's learning and development to ensure that children's next steps are clearly highlighted and can be used to help parents fully support their children at home.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded due to the strong emphasis placed on ensuring recruitment and vetting procedures are robust. Staff are all suitably trained and there are good procedures for monitoring the welfare of children and for sharing any concerns between key agencies. Best practice in relation to the use of mobile telephones and social internet sites has recently been implemented and some aspects of the pre-school's safeguarding practice is innovative. For example, the setting has developed a very informative safeguarding leaflet which gives advice to parents and volunteers to ensure all adults know how to behave appropriately around children and what to do if they are worried about a child. Good levels of safety are maintained throughout the pre-school building and risk assessments are used well to keep children safe when on outings to 'Forest School' or when being collected from the local school's nursery.

Those in charge have worked hard to improve the setting and place it on a firm footing for the future. They are fully committed to the pre-school and to its on-going role within the community. As a result, some aspects of the setting are now particularly strong, although other initiatives are new and have not been in place long enough to have had full effect. Significant changes in management and staff has led to major improvements in how the setting operates. There is a sharp focus on improving standards and those in charge have instigated many new ways of working to ensure they monitor the effectiveness of the pre-school. For example, procedures for performance management are thorough and are used very effectively to develop the skills and expertise of staff. Leaders have successfully instilled a strong sense of team work and common purpose throughout the pre-school and improvement planning and self-evaluation have been used well to help them achieve this. Major improvements have been made to the building and equipment and strong links developed with the local school and nursery. The pre-school's new manager has been instrumental in driving new ways of working and this has been backed up by a highly effective management committee.

Staff are extremely caring and work hard to provide a safe and nurturing environment within the pre-school. They ensure children play well together and a strong focus on language development is helping children develop strong communication skills and overcome any difficulties or barriers they may have. Positive messages about how children should behave towards each other are constantly reinforced by staff and they work closely with children to promote understanding and tolerance. Good information is gained from parents before children start at the setting and this includes staff making home visits and gaining detailed information about children's needs, interests and family backgrounds. They take account of children's different learning styles and fascinations and recent improvements to the pre-school's garden have provided the right conditions to allow both boys and girls to flourish. There is a strong partnership with the local school and other professionals and this allows regular sharing of information about children. Relationships with parents are a particular strength and ensure they are fully involved. For example, memorable moments in a child's day are shared during 'meet the manager' time and they are kept well informed through a website, notice

boards and clear records and policies. Some parents are involved in the setting's management committee and there are lots of special events to enjoy, such as, graduation days, parents' evenings and fund-raising events. Parents' needs and views are listened to and acted upon. These have led to new services including a breakfast club, holiday play scheme and a collection and care service for children attending the local school.

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

Children make strong progress and develop well across all areas of their learning. There are many exciting opportunities to explore and experiment and children show they are confident and well prepared for the next stage in their learning. Children are able to communicate clearly and confidently and enjoy learning new words in English, French and Spanish. They have daily use of computers and become familiar with interesting technology, such as programmable toys, as part of their play. Four-year-olds develop the skills they will need at school, such as, independence and problem solving, whilst younger children benefit from learning alongside their older friends. Experienced and knowledgeable staff work together well to create a learning environment that is friendly, supportive and caring. They frequently observe and assess the children so they know what they enjoy doing, and their progress towards the early learning goals. Key workers know what children need to learn next, although there is scope to improve how this is shared with parents so that children's learning can be fully supported at home.

Children are eager to take on new challenges and to explore new things. Graduate ceremonies and circle time help to promote confidence and good self-esteem and children learn how to behave and how to treat each other through the pre-school's 'golden rules'. There is a buddy bench where children can make friends and find someone to play with and important skills, such as sharing and taking turns, are learnt during games and role play. Many additional learning experiences are offered which make the most of the pre-school's rural and village location. For example, children are able to make the most of outside learning and discovery through regular 'Forest School' sessions and visits to local farms to see lambs being fed. Large calculators, clock puzzles, dice and shapes support children's understanding of numbers and they develop their problem-solving skills as they build, construct, sort and match. Imaginary and messy play provide children with lots of opportunities to express themselves freely and they enjoy making up their own games.

Children enjoy good health because they learn about good hygiene, enjoy being active and are developing positive attitudes towards healthy eating. The benefits of nutritious food are explored as children help to grow things in the pre-school garden and when trying different tastes and textures at snack time. Staff sit with children at meal times to set good examples. Learning opportunities, such as, food tasting and food recognition games help children to develop an awareness of different foods, including those from other cultures. Children show strong physical skills. They practice balance, co-ordination and using their bodies in different ways

both indoors and outside. The small but effectively used pre-school garden includes things to climb and balance on, bikes and sand and garden beds to dig in. Regular 'Forest School' activities and trips to the village park encourage children to explore and be physically active, as well as offering plenty of fresh air and exercise. Safety is well considered and children show they feel safe and are confident in sharing their concerns with staff. They know the rules for staying safe when playing outside and use bikes and gardening tools carefully and with consideration for their friends.

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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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