

# Pound Hill Pre-School

Inspection report for early years provision

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**Unique reference number** 113660  
**Inspection date** 24/03/2011  
**Inspector** Helen Penticost

**Setting address** Community Centre, Worth Road, Crawley, West Sussex,  
RH10 7EP

**Telephone number** 01293 616 479

**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

Pound Hill Pre-School has been registered since 1989. It is a community group and is managed by a voluntary committee, made up of parents whose children attend the pre-school. It is situated in the Pound Hill Community Centre in Crawley, West Sussex, which is within walking distance of local shops and schools. It comprises of a large hall, group room, toilet facilities and a kitchen area. Children also have access to an enclosed outside area. The Pre-school is open Monday to Friday during school term time from 9.30am to 12.30pm.

The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, to provide care for 35 children aged three to five years. There are currently 39 children on roll, which includes 37 three and four year olds in receipt of funding for nursery education. The Pre-school is able to support children with special educational needs and/or disabilities and also children who speak English as an additional language. The Pre-school employs nine members of staff and of these, six hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play and learn in a thoroughly inclusive, child-centred environment where their individual needs are well met and they make good progress overall in their learning and development. Staff nurture good relationships with parents and carers to support children's individual needs and become equal partners in their children's care and learning. Effective monitoring systems enable continuous improvements to be made which has a positive impact on the overall quality of the provision.

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

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

- develop the organisation of storage to ensure that they are clearly labelled to enable easy identification for children
- improve the organisation of snack times to develop children's skills of independence
- develop the registration system to show times of arrival and departure for children and staff
- maintain a regular two-way flow of information, knowledge and expertise between parents and others providing early years education, to help support and extend children's learning and development.

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

Children are fully safeguarded within the setting as there are effective procedures in place to be followed in the event of a concern being raised. Clear procedures are in place to ensure that staff working directly with children have undergone suitability checks. Most of the required documentation is in place; however, the registration system does not show times of arrival and departure for children and staff. A comprehensive range of policies and procedures are in place and easily accessible to parents. Risk assessments are used to identify and minimise potential hazards. The staffing team supports children effectively as they move freely around the indoor and outdoor environments, ensuring children's safety at all times. Good hygiene practices are adopted, for example hand washing routines protect children from the possible spread of infections as they use hand foam and individual paper towels or the hand dryer.

The well qualified staffing team are committed to improving outcomes for children and they have well targeted plans for the future of the setting. Since the last inspection there has been a new manager who has implemented and updated the setting. Staff are supported well and appraisal systems ensure their on-going professional development. Countless new resources and equipment are now in place breathing new life into the setting. All of the resources are of high quality and have created a warm and child-centred environment. However, the storage of some resources does not ensure that children are aware of their contents as they are only labelled with words. Staff development is exceptionally good ensuring that all children are fully supported in their play and learning.

Staff provide an inclusive environment where children respect each other and share equal opportunities. The pre-school welcomes all children and is able to support children with special educational needs and/or disabilities and those who are learning English as an additional language. Through activities, outings and discussions, children learn about the diverse world in which they live. The clear equal opportunities policy is implemented well, ensuring inclusion is promoted and any form of discrimination is actively challenged. Systems are in place to support children with special educational needs and children with English as an additional language. However, effective partnerships with others providing Early Years care and education are lacking.

Partnerships with parents are a strong element within the setting. They receive an abundance of information about the setting and have regular newsletters to ensure that they are kept fully informed of events. Their input in completing some parts of their child's learning journal is fully appreciated and provides a basis for staff to plan for their individual development plan for the future. Parents comment very positively on the setting. They state they are very happy with the service provided and they feel fully informed of all information relating to their child's care and learning.

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

Children are purposeful in their play and have very good levels of concentration. For example, they play for long periods of time with the train set and also with the water play where they learn about volume and measuring. Children are secure in their surroundings and are aware of their daily routines, for example, they quickly help to tidy away resources. They thoroughly enjoy playing together within the home corner, using the role play equipment and act out familiar scenarios. Children are developing an awareness of their own personal safety and that of others as they know why they practice fire drills and carry scissors appropriately. Children's language and vocabulary is developed as they interact with staff and one another. All the adults speak very respectfully to the children, explaining clearly and carefully what is required of them, and encouraging politeness and good manners in return. Therefore, children's behaviour is good. They enjoy listening to stories read to them by staff and they make use of the book lending service offered at the pre-school. This supports their early reading skills and develops their understanding of literacy.

Children access a very good range of resources to develop their understanding of information and communication technology, such as, a laptop, camera, compact disc player and headphones and a illumination globe. They plant bulbs and wait for them to flower in the spring and they also grow fruits and vegetables which they tend and harvest. This develops their understanding of sustainability. Children receive visits from people that help within the community such as the fire brigade and the police. They take part in activities to raise money for people throughout the world which gives them an awareness of the wider community. Children are able to recognise numbers, count with objects and use mathematic terminology such as smallest and biggest. They take part in activities to develop their understanding of volume such as filling different sized cups and then pouring this into measuring jugs to discover which cup was the biggest.

Children thoroughly enjoy junk modelling. They create three dimensional masterpieces from recyclable materials and use different methods for sticking them together. Malleable resources are freely available and they discuss how the modelling dough feels to touch and the patterns that they have make with the different rolling pins. Out of doors children engage in many physical activities to increase the development of their large muscle movements. For example, they climb, run, jump, balance and throw and catch balls and hoops. Children adopt healthy habits and know that sweets could be bad for their teeth. They access the snack bar where they eat healthy options. However, the organisation of snack times does not encourage children's skills of independence as their fruit is cut up for them.

Children make good progress towards the early learning goals in relation to their starting points and capabilities. Good systems are in place to observe and monitor their progress as records of development clearly reflect children's achievements and next steps. Within the individual learning journals there is a good range of recording methods such as photographs, comments and examples of children's

work. In addition to this staff know children well and plan activities which build on their individual interests. Planning stems from each child's learning and development needs and this is provided through a range of both child led and adult led activities taking place. Children are acquiring good social skills and a foundation to prepare them for future learning.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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