

Hellesdon Community Pre-School

Inspection report for early years provision

Unique reference number	254106
Inspection date	24/03/2011
Inspector	Sue Rogers

Setting address	Kinsale Infants School, Kinsale Avenue, Hellesdon, NORWICH, NR6 5SG
Telephone number	01603 484700
Email	www.hellesdon-preschool.co.uk
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

Hellesdon Community Pre-school is a committee-run group. It registered in 1999 and operates from a self-contained unit in Kinsale Infants School in Norwich, Norfolk. All children have access to a secure, enclosed outdoor play area.

It is open from 8.30am to 11.30am and from 12.30pm until 3.30pm, Monday to Friday, during term times. Children attend for a variety of sessions. A maximum of 40 children aged from two to under eight years may attend the setting at any one time and it currently admits children up to the age of five years. There are 74 children on roll, all of whom are in the early years age group. The setting receives funding for early education places. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs seven full-time staff and, of these, six hold appropriate early years qualifications. One member of staff holds a qualification at level 4, three staff hold qualifications at level 3 and two members of staff hold qualifications at level two. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make exceptional progress in this well-resourced and stimulating setting. Staff employ high levels of professionalism and are committed to offering excellent care and education for the children that attend. The setting has developed very effective partnerships with outside agencies in order to provide individualised care and support for all children. The system for measuring the effectiveness of the setting is very well developed and consistently drives forward significant improvements, demonstrating it has an excellent capacity to progress in the future.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- encouraging further opportunities for parents to regularly review and contribute towards their child's learning and development assessments.

The effectiveness of leadership and management of the early years provision

The provision for safeguarding children is excellent. Staff have an outstanding knowledge of their roles and responsibilities. The management support staff very well through highly effective induction procedures and by providing opportunities

for staff training. All policies and procedures are robust, very well documented and reviewed at regular intervals. Through the well-organised and challenging environment, children are encouraged to be adventurous in their play. Staff supervise children at all times. This ensures that children feel highly safe and encourages them to take measured risks, which extends their learning and promotes their confidence. This contributes very well towards their skills for the future. Risk assessments are thorough and are very well documented. Documentation is well presented and frequently updated, thereby protecting children's welfare and well-being.

An enthusiastic and committed management committee wholeheartedly supports the staff team. Children who speak English as an additional language receive exceptional levels of care as staff find innovative means of supporting both children and their families. Children have many opportunities to learn about the needs of others through carefully-chosen resources and the excellent awareness of staff, who ensure that all children are valued for their individuality. Children, parents, staff and committee members are all consulted through immensely thorough self-evaluation procedures, ensuring that the needs of all children are exceptionally well met. The evaluation of the effectiveness of the setting is consistently updated and an extensive and detailed action plan continuously drives forward numerous improvements to the setting.

Parents receive excellent levels of support and communication from staff and they, in turn, value highly the service provided. Parents are proud of the opportunities open to their children at this highly effective setting. They are kept very well informed of the setting's activities through newsletters, the attractive notice board, the handbook and opportunities to attend sessions. The setting works extremely well in partnership with outside agencies. Staff use a diary to exchange information between providers and parents, providing excellent opportunities for children's continuity of care. The setting wholeheartedly values parents' input into their child's care. Although most parents regularly access and make contributions towards their child's learning records and assessments, some parents are unaware that this opportunity is open to them.

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

Children's excellent progress is carefully monitored through well-documented learning records. These contain annotated photographs and evaluative assessments and help staff to make carefully-considered plans for individual children's next steps. A wealth of information is made available through display boards that keep parents well informed of the service offered and any additional support systems that are available in the area. Staff support children's learning extremely well as they are knowledgeable and work positively as a team. As a result, they provide a challenging and stimulating play environment that responds quickly to children's changing needs as they learn. Staff ask carefully-chosen questions that place an emphasis on promoting children's communication skills. Staff use every day opportunities to increase children's understanding of numbers. Consequently, children confidently and purposefully count throughout their daily

routines. They learn to take a smaller number away from a larger one and estimate how many pieces of orange will be needed to feed a whole table of children.

Children recognise complex shapes and enjoy problem solving. They construct a wooden train circuit by calculating, measuring and estimating which pieces will fit together. The local and surrounding hedgerows are used to maximum effect as children have many opportunities to observe the natural world. They discuss the changing seasons, watch plants grow and study the habitats of insects and animals. They are skilled at using technology and cooperate very well with each other when solving an educational game on the computer. They become enthused during group story time and use their own life experiences to make comparisons with the characters and situations. Writing and mark making materials are accessible both inside and outdoors and the text- rich environment provides children with wide ranging opportunities to extend their communication skills. The very well-managed and extensively-resourced free-flow provision provides excellent encouragement for children to access the outdoor play provision.

Children behave extremely well and have formed firm friendships. They know that their play experiences are richer and more rewarding when other children join in. They demonstrate their maturity as they show consideration for the needs of others and show sensitivity while they play. This contributes very well towards children's future skills. Children enjoy the rich social opportunities at snack times as they sit in groups and enjoy an extensive range of healthy and tasty snacks. These opportunities are used to enhance children's communication skills as they chat and share news with others. Their independence is carefully promoted as they clear away their plates and pour their own drink of water or milk. Due to a healthy range of fruit at snack time and ongoing discussion, children have an outstanding appreciation of nutrition. They also value the importance of exercise as they enjoy a wide variety of outdoor play activities, which promote further their physical development. They skilfully play complex and challenging ball games, walk on mini stilts and competently ride a range of wheeled toys. Overall, children are acquiring excellent skills which will help them in their 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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