

# Hermitage Pre-School

Inspection report for early years provision

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<b>Inspection date</b>	30/03/2011
<b>Inspector</b>	Patricia King
<b>Setting address</b>	The Hermitage, Wilford Road, Ruddington, Nottinghamshire, NG11 6EL
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<b>Email</b>	
<b>Type of setting</b>	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**

Hermitage Pre-School opened in December 1967. It is committee run and operates from Hermitage building in Ruddington which is situated in Nottinghamshire. The setting serves the local and wider area. All children share use of a secure outdoor play area. The pre-school opens five days a week during school term time. Sessions are from 9am. until 12pm.

The pre-school is registered on the Early Years Register. A maximum of 26 children aged from two to five years may attend at any one time and there are currently 38 children on roll. The setting is in receipt of nursery education funding and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the Nottinghamshire Early Years Development and Childcare Partnership.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A comprehensive range of policies and procedures is in place to support the safety and welfare of children and staff demonstrate sound understanding of how to use these effectively. Staff know the children well and work as an enthusiastic, informed team to ensure that children's individuality and needs are recognised and met. Strong partnerships with parents, local schools and other agencies are established to ensure that that all children are fully provided for and they get any additional support they need. Systems to monitor and evaluate the setting's performance are in place to evaluate the setting's strengths and weaknesses.

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

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

- organise the environment and routines to enable children to make choices from an appropriate range of activities at all times
- ensure that observations of what children can do are used effectively to check that learning is secure in all areas and planning is consistently informed to promote children's next steps in their learning and development.

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

Robust recruitment and vetting procedures are in place to ensure that all staff, volunteers and students are suitable to work with children. All staff hold childcare qualifications to National Vocational Qualification Level 2 and above. Thorough

staff induction and well established appraisal systems ensure that all adults working in the setting are fully informed and prepared to work with children. Staff demonstrate good understanding of their responsibilities with regard to safeguarding children and describe clearly how to take appropriate action to report any concerns they have. Safety is carefully considered in this setting and detailed risk assessments indoors, outside and on outings ensure hazards are identified and minimised. Consequently, children are cared for in a safe, secure environment.

Staff are knowledgeable and enthusiastic, working together effectively to promote children's welfare, learning and development. The environment and resources are mostly arranged effectively to offer stimulating play and learning opportunities indoors and outside. All required policies and procedures are in place and regularly reviewed to ensure they are effective and staff demonstrate good understanding of these documents. Parents feed back their satisfaction and positive comments about the ways they are informed and included in their child's learning and development journey. This means the pre-school successfully makes all children and their families feel individual and valued. The setting has established positive partnership with others involved in the children's lives, for example, schools and other agencies. Effective systems are in place to support children with special educational needs and/or disabilities and to ensure children with English as an additional language are fully included in all aspects of the setting. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the pre-school.

Most recommendations made at the previous inspection have been addressed and further recommendations have been made to secure improvement. The setting successfully uses a variety of monitoring and evaluation systems to recognise strengths, identify weaknesses and plan for ongoing improvement.

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

Staff have good understanding of the Early Years Foundation Stage and understand how children learn through their play. They encourage children to be confident and interested, developing positive attitudes towards learning. Staff spend time getting to know the children, their likes, dislikes and preferences. Careful attention is paid to keep up-to-date with details of children's interests and significant events in their lives. For example, parents are encouraged to use the daily diary to communicate important information and news to the key persons. This means staff are fully informed and prepared to offer support or challenge where necessary for individuals. Consequently, children soon develop a sense of belonging and enter the setting with confidence to take part in the daily activities.

The environment is arranged daily to offer interesting play and learning opportunities and resources are kept within easy reach to promote children's independence and choice. Children are encouraged to select and move between areas as they play and learn, developing their interest and extending activities. They are confident to ask for help and support or a favourite story which they enjoy sharing with an adult or in a small group. Staff demonstrate positive role

models and intervene promptly and sensitively if required. They promote acceptable behaviour with praise and encouragement which leads to a happy, harmonious learning environment. However, the organisation of some group activities not managed effectively to ensure all children are engaged or able to take part in suitable alternatives.

Regular outings promote children's understanding of their community and the world around them. For example, they regularly visit local parks and shops where they purchase supplies for their snacks and activities. These outings are effectively planned to ensure that every opportunity is used to promote children's awareness and learning. For example, children contribute discuss the route and where they will visit and practise safe routines to follow. They are eagerly anticipating officiating at the opening of a new village store. Children are learning to recognise and value differences by celebrating festivals and significant events in the wider world. They plant and harvest small crops to support their learning about healthy living and diet as they observe how things grow. They learn how to care for the environment as they recycle and conserve energy. Children and adults enthusiastically take part in fund raising, for example, to help others less fortunate than themselves.

Staff offer appropriate help and support whilst knowing when to stand back and let learning develop from the children's initiative and imagination. The setting is well prepared to work in close partnership with parents and others to support children with special educational needs and/or disabilities to benefit from attending the setting. Good systems are in place to observe, check and record children's learning and parents are kept fully informed of their child's progress by discussion and some records. However, although available, this information is not kept consistently up-to-date throughout the pre-school. Overall, children in this setting make good progress through the programme of activities provided.

## 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	2
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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