

Hampton in Arden Pre-School

Inspection report for early years provision

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Inspection date 31/03/2011
Inspector Carol Johnson

Setting address Scout & Guide HQ, Shadow Brook Lane, Hampton-in-Arden, Solihull, West Midlands, B92 0DQ

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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

Hampton in Arden Pre-School group has been registered since 1993. It is based in the Scout and Guide premises, located close to the village. The group is charitable organisation run by a committee. The group operates within one large hall and has access to a kitchen, toilets and a grassed outdoor play space. The nursery is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register.

The group opens for three sessions a week, Monday, Wednesday and Friday during term-times, from 9.30am to 12.15pm. A 'Stay and Play' session is offered on Thursday mornings from 9.30am until 11.30am. A maximum of 24 children may attend the group at any one time. There are currently 19 children attending who are within the Early Years Foundation Stage. The group provides funded early education for three- and four-year-olds. It also supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are a total of four staff members, including the manager, who work with the children. Most hold recognised early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well and benefit from the wealth of interesting and stimulating experiences that are available to them. Staff members have forged good relationships with parents and other professionals and this ensures there is a shared understanding and continuity about children's needs. Inclusive practice is evident and staff adopt a range of suitable strategies to help support children who speak more than one language. Current systems for planning, observation and assessment and involving parents are not fully effective, however, the provider demonstrates a strong desire and capacity for improvement.

What steps need to be taken to improve provision further?

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

- review and extend the range of strategies to support children's home languages and develop strategies that help all children explore and question differences in language and culture
- develop systems used for observation, assessment and planning and ensure that parents have regular opportunities to view and add to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

The setting is safe because staff are vigilant with regards to safety and security. They visually check the premises and equipment on a daily basis and regularly remind children about being careful and using resources safely and considerately. Appropriate risk assessment records are maintained and staff members are well aware of their individual and collective roles and responsibilities with regards to safeguarding children. They demonstrate a sound knowledge and understanding of the correct procedures to follow should they have any safeguarding concerns. Documentation to ensure the safe and efficient management of the setting is maintained well. Robust recruitment and vetting procedures ensure that all adults looking after children, or having unsupervised access to them, are suitable to do so.

The leadership and management of the nursery is strong. There have been several staff changes recently but the enthusiasm and commitment of the staff team and the voluntary committee remains high. They are keen to improve the provision and raise standards. Through regular reflective practice they are constantly refining procedures and making changes that bring about positive improvements for children's welfare and learning. For example, additional resources have been purchased to increase children's knowledge and understanding of technology and more frequent and more effective use is made of the outdoor environment. Recommendations raised at the setting's last inspection have been suitably addressed.

Space throughout the setting is creatively used and children enjoy frequent access to the outdoor environment. Staff strive to make the environment attractive and welcoming and there is plenty of space for children to play and rest. Resources are plentiful and appropriate for the children attending the group. Partnerships with parents and others are fostered well. Regular two-way communication ensures that important information regarding individual children is appropriately shared. Staff demonstrate a suitable understanding of their role in supporting children who are bilingual or speak English as an additional language. For example, they use body language, gestures, and routinely introduce and reinforce language. However, children's learning potential is not maximised because staff have not fully explored ways of supporting children's use of their home languages. Also, some opportunities are missed to help all children explore and question differences in languages and culture. Staff are friendly and approachable and spend valuable time chatting to parents about their children's welfare and progress. Displays around the setting provide additional information for parents and the setting's written policies and procedures are shared with them.

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

Children are happy and having lots of fun. They are making good overall progress and demonstrate a strong desire to learn and participate in the experiences available to them. Staff skilfully help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. Counting is threaded through most activities and there are lots of quality resources that encourage children to learn about technology and how it is used. Circle time is effectively used to encourage children to listen and staff teach children about taking turns in conversations. Staff and children welcome each child in turn through a 'welcome' song and staff tell children about the things that are planned for that day. They include children in discussions about such topics as the weather and things that they may have done at home. This helps children to settle and learn how to behave appropriately in group situations. Staff effectively use a range of positive methods to encourage children's good behaviour, achievement and effort and these include praise and positive body language. Staff provide children with excellent role models to follow and a calm and caring atmosphere is evident.

Staff know individual children well and thoughtfully plan a variety of fun experiences that reflect their interests and meet their needs. For example, they understand that some children prefer to learn outdoors and have introduced mark-making in different ways, for example, by providing glitter and sand outside in a shallow tray and encouraging children to make patterns using their fingers. Staff encourage children to contribute ideas to planning and when considering changing the role play area to a garden centre asked children what items they thought they might need. Children's ideas were recorded and parents asked if they could bring in any such items to help make the area more interesting. During the inspection children frequently used this area and enjoyed acting out familiar experiences that included scanning items they wished to purchase at the cash desk. Children are learning about themselves, each other and the world they live in. Some religious and cultural festivals are explored and children are actively encouraged to share news about themselves and their families.

Staff observe children on a regular basis and record some of what they see in children's individual learning and development records. These records are known as 'Learning Journeys' and are maintained by each child's keyworker. These records also contain photographs of children engaged in play, reports and some examples of their work. Parents are shown the 'Learning Journeys' at parent consultations and know that they are freely available for them to view should they wish to do so. However, parents do not see them on a regular basis and are not encouraged to contribute to them. Also, current systems used by staff for planning, observation and assessment are not yet fully effective and record keeping in respect is still being developed. Consequently, the ability of staff and parents to effectively help children reach their full potential is somewhat impeded.

Children demonstrate a good understanding of health and safety as they learn through a mix of the daily routine and thoughtfully planned experiences. For

example, healthy eating is promoted through discussions at snack time and safety is thoughtfully reinforced as children take part in regular fire drills. Also, staff alert children to potential hazards and children show by their actions that they understand rules and boundaries. For example, children know to keep away from stinging nettles outside and understand the need to negotiate the steps to the outdoor area sensibly and safely.

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