

# White Hill Pre-School

Inspection report for early years provision

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**Unique reference number** 108056  
**Inspection date** 03/02/2011  
**Inspector** Margaret Davie

**Setting address** White Hill, Chesham, Buckinghamshire, HP5 1AG

**Telephone number** 07762165087

**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*.

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## Description of the setting

White Hill Pre-School was registered in 1997 and is privately owned and managed. It operates from a room within the White Hill Community Centre in Chesham, Buckinghamshire. Children have access to a playroom, kitchen and cloakroom facilities as well as an outdoor play area. The pre-school is open from 9.15am to 2.45pm every day during term time, except Tuesdays when it is open from 9.15am to 12.15pm. Children may attend for a morning, afternoon or full day session.

The pre-school is registered by Ofsted on the Early Years Register. A maximum of 14 children in the early years age group may attend at any one time. There are currently 25 children on roll aged from two to four years who attend for a variety of sessions. The pre-school currently has children with special educational needs and/or disabilities. Children who learn English as an additional language attend. The pre-school provides funded free early education for three- and four-year-olds and serves children from the local communities.

Six staff are employed, of whom five hold appropriate early years qualifications. One member of staff holds Early Years Professional Status .

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school provides a fully inclusive environment where all families are welcome. Children are happy and settle quickly. Staff know them well and tailor activities to meet their individual needs, and as a result most make good progress in their learning and development. Many aspects of their welfare are successfully promoted, however, a statutory welfare requirement has been overlooked. A satisfactory capacity for improvement is demonstrated, as staff have addressed recommendations from the previous inspection and staff have evaluated their provision suitably in most areas, although some weaknesses are not identified.

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

To meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents at the time their child is admitted to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and promoting children's welfare) 25/02/2011

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

- improve systems to keep children safe further by extending risk assessments to include other users of the centre
- further support children's developing literacy skills by reviewing presentation of books
- improve self-evaluation to identify more accurately areas that need improvement .

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

A range of policies and procedures is implemented to ensure that children's welfare is appropriately promoted overall. Staff have all been checked to make sure they are suitable to work with children. Ongoing training opportunities are provided, so staff skills are constantly updated. Staff are clear about their role in promoting the welfare of children, receiving clear guidelines of what to look out for and what action to take. Risk assessments of the premises are conducted and reviewed and daily checks are carried out to make sure both the indoor and outdoor environments are safe and hygienic. Potential risks from other users of the centre have not been thoroughly assessed; although these are mitigated because children are carefully supervised at all times and a door bell alerts staff about anyone entering. Fire evacuation procedures are practised to familiarise children with what to expect in an emergency. Sufficient staff are qualified to administer first aid if required. Accidents are properly recorded and parents asked to countersign the entry; however, the pre-school does not ask for their written permission when children are admitted, to the seeking of any required medical advice or care for future emergency situations. This has the potential to impact on children's welfare in such situations. This is a breach of regulations.

Although the indoor and outdoor space available to the pre-school is limited, staff make good use of all areas to promote children's learning and development. They are constantly looking for ways to make resources accessible and have recently improved regular indoor access to sand and water play. Good use is made of the outdoor area, where a variety of activities is provided to develop children's knowledge and skills in all areas of learning.

Staff work effectively with parents overall. They gain information about children's starting points and individual interests in order to effectively promote equality and diversity within the setting. Good procedures are in place to ensure children are making the expected progress. Staff work well with outside agencies to support those with special educational needs and/or disabilities. The pre-school works closely with other settings attended by children, by sharing information about their needs. When children are ready to move to on in their education, a member of staff visits their receiving schools, which aids transition effectively. Parents are kept well informed about the provision by daily discussions, freely accessible progress files and twice yearly parent/teacher consultations

There is a commitment to self-evaluation and quality assessment within the pre-school. Procedures help to raise standards overall; however, some areas of weakness, including a statutory requirement, are missed as monitoring is not fully

effective. Staff have addressed the recommendations set at the last inspection and thereby improved outcomes for children, overall. For example, learning and development records now consistently show children's short-term goals, so that activities can be tailored to their individual needs. Parents are provided with some opportunities to share their views about the provision by using the whiteboard that is provided and a formal questionnaire is used

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

Children develop good relationships with their key person, who is familiar with their individual needs and provides effective emotional and practical support. They are regularly praised and encouraged and receive good support to develop their independent thinking skills. Children behave well and develop good social skills as a result of offered activities; for example, snack and lunchtime provide regular opportunities for socialising with staff and friends. Children play with a variety of resources, such as dolls from other cultures and celebrate festivals such as Diwali, and as a result begin to develop an understanding of the society in which they live. Resources borrowed from a local centre give them good opportunities to hear stories about differences. Children who learn English as an additional language receive good support because staff work closely with their parents to make sure their needs are known and met.

Staff are confident about observing children's play and assess their progress effectively. Learning and development records are maintained for each child and their next steps are identified. Thorough systems are implemented to make sure planning is informed by each child's needs and activities are matched to their individual requirements. Staff support learning well, extending children's thinking through discussion and providing additional resources. As a result, outcomes for children are good and they successfully develop skills needed for the future well, overall. Children enjoy exploring the suitable range of resources available indoors and outdoors. They learn about simple technology as they use the laptop or play with the cash register and phones. They demonstrate good concentration levels, for example, spending sustained time thinking about where coins go when they are fed into the top of the cash register. They fit together modelling bricks and train sets and use these imaginatively in their play. They enjoy play in the water tray, encouraged through discussion with staff to think about when their containers are full or empty. Their learning is skilfully extended when they are challenged to think about why water cannot flow through a funnel when staff holds a finger on the bottom of it. Children develop good communication skills as staff spend their time playing and chatting with them. They enjoy listening to stories as adults read to them after outdoor play, and re-enact favourite fairy tales such as 'Billy Goats Gruff' using the finger puppets. Older children become increasingly confident about sharing their ideas and thoughts. The book shelf is accessible to children at all times. However during the inspection, the way in which books are sometimes displayed does not encourage children to explore book activities. Children are creative as they use materials such as play dough and paint pictures both indoors and outdoors. They play well collaboratively as they act out different characters in role-play. For example, two children check out a cat's broken leg, one holding the

case in place very carefully while the other uses the toy stethoscope to listen to its heartbeat.

Children gain a good understanding about healthy lifestyles including good hygiene procedures, such as knowing when they must wash their hands. They have daily opportunities for outdoor play and enjoy exploring resources such as the scooters, trikes and climbing frame. They grow fruit and vegetables and thereby gain an understanding of how to care for living things. They learn about staying safe as staff talk to them about safety issues. They learn to hold on to the handrail as they go up and down the stairs and wait for an adult to accompany them back to the playroom after using the toilets. However children's safety is not fully assured owing to some weaknesses in safeguarding systems.

## 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> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### 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>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| 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 | 3 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <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                           | 3 |
| 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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