

Haughley Pre-school & The Pit Stop Out of School Club

Inspection report for early years provision

Unique reference number	251515
Inspection date	04/05/2011
Inspector	Hazel Meadows
Setting address	Haughley Village Hall, The Folly, Haughley, Stowmarket, Suffolk, IP14 3NS
Telephone number	07880 738781 or 01449 675557
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Haughley Pre-school was established in 1979 and operates in the village hall in Haughley, near Stowmarket, Suffolk. It is managed by a voluntary management committee which is made up of parents of children at the pre-school. There is level access to the premises. An accessible toilet is available off the main playroom. Children have access to an enclosed outdoor play area.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children in the early years age group may attend the pre-school at any one time. There are currently 24 children aged from two to five years on roll. Of these, 18 children receive funding for early education.

The group is open during term time only. Session times are from 9am until 3.30pm on Monday, Tuesday and Wednesday and from 9am until 1pm on Thursday and Friday. Children can attend for a variety of sessions. Children come from a wide catchment area. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The group employs five staff, all of whom hold appropriate early years qualifications. The playleader is trained to level 4 and working towards an Early Years degree. The deputy is trained to level 3 and has completed City & Guilds Accredited Special Educational Needs training. The other staff are trained to or working towards level 3. The group is a member of the Pre-school Learning Alliance and receives support from local authority advisory staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle well and flourish at this stimulating and welcoming pre-school and are making excellent progress through the Early Years Foundation Stage. Inclusive practice is actively promoted and each child's individuality is embraced and valued. Committed and competent staff work well as a team to care for the children, support their play and enhance their learning, and positive and trusting partnerships are established with parents and others. Exemplary documentation and procedures work well in practice to promote children's welfare. Rigorous, ongoing self-evaluation effectively promotes high quality in all areas and supports continuous development.

What steps need to be taken to improve provision further?

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

- ensuring risk assessments effectively address any hazards which a child may

come into contact with, for example, the hot water taps.

The effectiveness of leadership and management of the early years provision

All the staff have attended safeguarding children training. They are all clear of their responsibilities to protect children and have a secure awareness and understanding of safeguarding issues. Robust recruitment procedures are in place to ensure staff's suitability to work with children and all staff have had a Criminal Records Bureau clearance. The group has a thorough written policy, plus local safeguarding contact details to refer to should they have concerns about a child. Staff are watchful of the children and attentive to their safety. Written risk assessments are undertaken for the premises and for outings to minimise risks to children, and these are mostly effective in identifying potential hazards. Staff are swift to rectify hazards once they have been identified. There are effective procedures for emergency evacuation in place, which are regularly practised and recorded.

The highly dedicated staff team are experienced and well qualified in early years childcare. They have a commitment to undertaking training to enhance practice and improve outcomes for children. Annual appraisals are in place to support ongoing staff development. Rigorous and accurate self-evaluation and reflection on practice contribute greatly to the setting's ability to maintain continuous improvement. Regular staff meetings and discussions are conducive to this. The leadership have also comprehensively completed an Ofsted self-evaluation form. This accurately outlines current practice, plus well-targeted plans and aspirations for the future.

The group promotes excellent inclusive practice, with a positive attitude and approach towards diversity. Staff proactively support and embrace children with special educational needs and/or disabilities or children for whom English is an additional language. Their excellent knowledge of child development and of the individual children enables them to identify early any additional needs a child may have. They work very closely with parents, liaising with other childcare or health professionals if required to ensure each child receives appropriate support at an early stage. Their positive approach is further reflected in the resources and activities available.

Exemplary, well-organised documentation is in place. Comprehensive details are obtained about each child to support their welfare and signed consents are obtained to ensure children are cared for according to their parents' wishes. All records are securely kept and accurately maintained. Regularly reviewed policies are clear and comprehensive and are readily available to parents.

Staff establish excellent, trusting partnerships with parents, which are conducive to children's welfare and continuity of care. Parent evenings offer the opportunity for parents and carers to talk in more depth with their child's key person. They are welcome to review their child's development record at any time and are encouraged to contribute to them on a regular basis. Several parents are actively

involved on the committee. Parents are kept updated through frequent discussions with the staff, well-presented notice boards and newsletters. Their views are welcomed and actively sought through questionnaires and comments, which are heeded by staff. Comments received from parents during the inspection are extremely positive. They find staff friendly and approachable and feel well informed. Parents state their children are happy and settled at the setting. The setting proactively establishes links with the schools that children are due to attend to promote a smooth transition for the children into nursery or full-time school. The group receives support as required from local authority advisory staff and other professionals who support children with additional needs.

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

Children are keen to come into the very well-prepared setting and enthusiastically explore what is available. Staff skilfully use high quality resources to transform an empty village hall into a fun and vibrant learning environment for young children. Clearly designated spaces offer structure and encourage children's independence. For example, children freely explore a variety of media at the craft table, selecting the materials of their choice and making their own creations. Children are able to select additional resources from a photo choice board. They have their own labelled coat pegs and trays where they can put their belongings, which help them to recognise their names and also give them a sense of belonging. Personal boxes containing favourite items or photos of family members offer children a comforting link with home.

Staff are caring and attentive to the children and get to know them very well as individuals. Observations and information gathered from parents offer staff an insight into each child's individuality, plus the starting points in their learning, which helps staff to support them accordingly. Children form open and trusting relationships with staff and one another and many know each other's names. They are developing positive self-esteem and are very confident communicators, freely approaching and talking to staff and visitors. Children's behaviour is very good and positively encouraged. For example, children are aware of the setting's 'golden rules' which were created with them. These reinforce basic expectations of behaviour, such as walking indoors, through a visual reminder and are referred to by the staff. Staff are positive role models and treat children with warmth, kindness and respect. This helps them feel safe and secure and even very young children settle swiftly at the group.

The experienced staff have embraced the principles of the Early Years Foundation Stage and clearly understand the importance of children learning through play and first-hand experiences. Children are offered an exciting variety of multi-sensory activities, enabling them to become active and inquisitive learners. For example, they delight in planting and caring for herbs, fruit and vegetables outside. They water the plants and help earth up the potatoes. Children have extended periods of free access to the outdoor area, enabling them to choose their preferred play and learning environment. Activities are flexibly transferred outside, for example, stories are told under the shade of the willow canopies and picnic snacks are

popular with the children. Spontaneous events are used well to promote children's learning. For example, children are fascinated by the discovery of a frog in the garden. Staff engage the children in a discussion about what frogs like to eat and their habitat and children enjoy singing a song about frogs.

Children to discover more about their local community as they go on outings, for example, to the fire station, pond dipping at a nearby lake and making dens in the woods. Many activities are followed up and continued back at the setting to extend children's learning and enjoyment of the experiences. Outings offer opportunities for children to learn about road safety. Visitors, such as police officers and dentists, come to the pre-school to help children to learn about people who help us. Staff get to know children well as individuals and encourage them to value one another's similarities and differences. Children's awareness and appreciation of diversity is further promoted through the positive attitudes of the staff and specific activities, such as recognising a variety of festivals and discussions about different countries. Several of the resources and posters reflect positive images of diversity in the local and community and wider world. Posters reflecting different emotions promote discussion and help children consider each other's feelings.

Staff have developed a very effective method of monitoring children's progress towards the early learning goals using Learning Journeys. Relevant observations, often supported with photographs or examples of the child's work, are clearly linked to the areas of learning. The observations are utilised to identify the child's next step and transferred to weekly planning sheets, which effectively promotes children's individual progression. A broad age range of children attend the pre-school. Staff are taking steps to ensure that activities continue to offer sufficient challenge and interest for older and more able children.

Children have daily opportunities for fresh air and exercise, promoting a healthy lifestyle. They are developing their confidence and coordination skills using ride on toys, the climbing frame, balls and bean bags. Staff are vigilant regarding hygiene to minimise the risk of cross-infection. Children are learning excellent hygiene practice from an early age through regular routines and explanations. For example, toddlers wash their hands after a nappy change and older children manage this independently before eating and after toileting. The setting provides an excellent variety of nutritious snacks, promoting children's understanding of healthy eating. This is re-enforced when the children are able to sample their home-grown produce. Children's independence is encouraged as they pour their own drinks and clear their used plates. Water is readily available, ensuring the children are well hydrated.

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	2
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
--	---

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	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----