

West Hoathly Community Pre - School

Inspection report for early years provision

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Inspector	Janet Thouless
Setting address	North Lane, West Hoathly, East Grinstead, West Sussex, RH19 4QG
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

West Hoathly Community Pre-School has been registered since 1992. It is managed by a voluntary management committee made up of parents of children at the pre-school and operates from the parish hall in West Hoathly, West Sussex. All children have access to a secure outdoor play area. It serves the local and wider area. The pre-school is open Monday to Thursday 08.45 to 12.30 with additional afternoons sessions from 12.30 to 14.45 on a Thursday term time only.

The pre-school is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of 26 children aged from two to eight years. Currently there are 22 children, aged from two to four years on roll. This includes three and four year olds children who receive funding for nursery education. The pre-school is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

There are four members of staff, three of whom hold appropriate early years qualifications. The Pre School receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a friendly, welcoming and inclusive environment in which their welfare, learning and development needs are appropriately met. Staff have a good knowledge of the Early Years Foundation Stage (EYFS) and provide a range of activities based on children's interests and individual levels of attainment. Relationships are warm and positive so that all children feel secure and develop confidence and independence.

The established partnerships with parents ensure staff have a good knowledge of children's individual needs to ensure they are continually supported. The staff team and committee members' capacity to maintain continuous improvement is good. The management team has a clear vision of what it wants to achieve and is beginning to put ideas into practice.

What steps need to be taken to improve provision further?

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

- develop the use of evaluation to tailor activities and experiences to each child's individual needs
- develop systems of self-evaluation to identify the pre-schools strengths and priorities for development that will improve the quality of provision for all

children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff understand their responsibilities and they know the procedure to follow should they have a concern about children's welfare or safety. All staff are clear about their roles and responsibilities and are confident in carrying them out, including working with other agencies to safeguard children. Recruitment procedures are sound and staff are vetted to ensure they are suitable to work with children. All required policies and procedures are in place, and followed by staff to ensure children's care and welfare is effectively promoted. These robust measures help safeguard children's welfare.

Comprehensive risk assessments both on the premises, within outdoor play and on outings are in place covering all aspects of pre-school provision. The learning environment is organised to promote children's safety and independence. Children are given gentle reminders on how to keep themselves and others safe. The range of furniture and equipment is clean and safe and meets the needs of the children in their care. All these measures help to minimise risks to keep children safe. The staff team and committee members are committed to improving the pre-school. While there is no formal system in place to evaluate the provision for children's welfare, learning and development, the leader has spent her first few months evaluating the provision. She has drawn up an action plan, including timescales to address the weaknesses that have been highlighted. This positive approach reflects the pre-schools commitment to drive and secure improvement.

The pre-school provides an inclusive environment valuing all children as individuals and welcoming families from different backgrounds. There are effective procedures in place to support children with disabilities or learning needs, ensuring that they are fully included in the life of the pre-school.

Partnerships with parents is good and there are frequent opportunities to discuss children's progress. Notice boards in the entrance hall provide relevant information to parents, such as what activities children have participated in each day, parents as helpers, local events and the range of policies and procedures on offer. Staff actively seek parents' feedback about the provision and take account of concerns that they raise. Children's individual profiles are available for parents to take home and read. This ensures parents are fully included in the life of the pre-school. Partnerships with schools are good. Close relationships have been developed with teachers from the local village school to support children's transition from pre-school to primary school.

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

Children are happy and settled in the welcoming environment. They show great delight as they are individually welcomed by key workers or familiar adults and their young friends. As a result, children feel safe and secure in the pre-school and are forming positive attachments. They show good levels of independence as they make choices about the toys and resources they want to play with. Staff implement the EYFS and make observations and assessment on children's progress; However, although systems for observation and assessment are in place staff do not evaluate activities and experiences to each child's individual learning needs. The staff team manage children's behaviour appropriately, providing a good role model for politeness and consideration of others. For example, children are encouraged to use good manners by saying 'please' and 'thank you' in all that they do.

Staff are supportive of children's play; they are on hand to guide and direct, and make good use of open-ended questioning to encourage children to extend their thinking in their chosen activities. Children's communication, language and literacy skills are given good levels of support and encouragement. Children develop a healthy interest in books, they enjoy sharing stories with adults and peers and delight in predictable endings. They express and communicate their ideas when making face masks and salt dough shapes through the use of a wide range of creative media. Children show an awareness of shape and colour as they complete floor puzzles and participate in sequencing and matching games. Numeracy and problem solving form part of the children's daily activities, through adult-led and child initiated activities, such as measuring the ingredients for cheese straws in their cooking activity thus working together collaboratively. Children enjoy the use of computer programs and work in pairs to match items that go together thus developing skills in working alongside each other and the use of technology.

Children have good opportunities to learn about the diverse society in which they live and value differences. They celebrate a variety of different cultural festivals to gain an understanding of varying cultures and beliefs. They access a suitable range of resources throughout their daily play which increase their awareness of gender, culture, disabilities and learning difficulties.

Children are encouraged to adopt healthy lifestyles because the pre-school promotes healthy eating. Snack times are sociable occasions; as they eat staff talk to children and encourage them to serve themselves by selecting foods and pouring their own drinks thus promoting children's social development and independence. Children are provided with a range of healthy snacks that include naan bread, bread sticks, cheese, cold meats and fresh fruit encouraging them to develop healthy eating practices. Water is on offer at all times. Children develop good personal hygiene routines as they access liquid soap and paper towels to minimise the risk of cross infection. However, the use of a communal bowl of water for washing hands after activities is not conducive to good hygiene practice.

Children enjoy a good range of activities and experiences both indoors and out,

which actively contribute to their good health and well being. For example, daily access to outdoor play where children enjoy peddling bikes or balance on the textured stepping stones this ensures children develop physical skills and stay healthy. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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