

Harpole Pre-School

Inspection report for early years provision

Unique reference number	220144
Inspection date	18/05/2011
Inspector	Hayley Lapworth

Setting address	Old School Hall, School Lane, Harpole, Northampton, Northamptonshire, NN7 4DR
------------------------	--

Telephone number	07709 086087
-------------------------	--------------

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).

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

Harpole Pre-School is a committee run, sessional group which opened in 1974. It operates from the Old School Hall in the centre of the village of Harpole. The pre-school serves the local and wider area and has strong links with the local school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9am to 12pm with a lunch club 12pm to 1pm. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register. A maximum of 34 children may attend the pre-school at any one time. There are currently 44 children on roll who are all within the Early Years Foundation Stage.

The pre-school employs 10 members of childcare staff. Of these, the majority 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 outstanding.

Many children are confident, articulate and keen to learn. They thoroughly relish their time in this pre-school. Staff are genuinely happy in their roles and they create a stimulating, vibrant and welcoming environment where children's interests and needs are consistently encouraged. Management are passionate about inclusion and this is embedded through every aspect of the service. There is a fantastic rapport between staff and children and superb partnerships with parents have been established. Partnerships with other providers are good. Excellent planning for improvement, including the process of self-evaluation, is thoroughly effective.

What steps need to be taken to improve provision further?

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

- develop further systems to ensure that what is provided for children complements the education and care they receive in other settings and ensures consistency

The effectiveness of leadership and management of the early years provision

Children are cared for in a very safe, secure setting, where staff are deployed effectively to ensure children are exceptionally well supervised at all times. Senior team members take the lead in the event of child protection concerns. They have

outstanding knowledge of child protection procedures which results in children being fully protected. Children are further safeguarded by the pre-schools robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with the children. There are comprehensive risk assessments in place supported by effective daily checking procedures.

There is outstanding capacity for continuous improvement. All actions and recommendations raised at the last inspection have been very well addressed. This has had a significant positive impact upon children's learning and safety. The whole staff team are enthusiastic about improving this already high quality provision for children and their families. They take time to discuss their practice during appraisals, group meetings and whenever an opportunity arrives during the sessions. A thorough self-evaluation process actively identifies their priorities for the future that will benefit the children and their parents. Other professionals, parents and children's opinions are strongly sought and welcomed. This is through a variety of methods such as questionnaires, surveys and many opportunities to speak with staff and management. Many priorities are based upon the needs of the parents, for example the introduction of the lunch time club.

The partnership with parents is outstanding. Parents are extremely well informed about their child's achievements and progress. They are superbly supported by the staff who go to great lengths to enable the parents to support their children's learning at home. In addition fantastic methods are in place to encourage parents to share what they know about their children. Detailed information is obtained when they first start and their ongoing achievements, including good behaviour are consistently welcomed. This information is then most effectively used at registration time where the staff share these achievements with the whole group. Children feel exceptionally important and valued and ooze with self confidence. Parents are also eagerly encouraged to spend time in the setting. Many parents volunteer to help out and thoroughly enjoy spending time in this warm and welcoming environment. Parents readily share how happy they are with many aspects of the service. For example, they share how their children's behaviour at home has improved through the reward systems in place at the pre-school. Partnerships with other providers where children attend more than one setting are strong and are presently being further developed to ensure consistency for all children.

Management and staff work fantastically well together as a cohesive team. Staff who work directly with the children feel valued by management and well supported in their role. Together they have completed a range of child care courses, two staff hold a level 4 qualification and the manager holds a BA in Early years. Inclusive practice is tightly threaded throughout all areas of this provision. The staff are proactive about ensuring all children feel welcomed and included and the key worker system is highly effective. Children's home languages and their culture are wonderfully celebrated and they are also helped to understand about the wider community. Methods are extremely secure in ensuring that the needs of children with English as an additional language or special educational needs and/or disabilities are met. For example, by obtaining as much information as possible

about each child's individual needs from parents and by agreeing with them how they can work together to meet these needs.

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

Children love to spend time with their peers with whom they share extremely close friendships. They show extensive skills in communicating with adults and enjoy sharing their experiences with visitors. Children are happy, keen to learn and extremely inquisitive. They are provided with excellent opportunities to ensure that they make progress across all areas of their learning and development. Planning is extremely effective in considering children's different learning styles, their individual interests and their next steps in their learning. As a result children are making excellent progress. Resources are superbly deployed for both indoor and outdoor play; they are plentiful, safe, and clean. Many of the resources are exciting and grasp children's interests extremely well whilst encouraging their natural curiosity as learners.

Children's personal, social and emotional development is particularly strong. All children are very settled and their self-esteem is superbly fostered. At registration time children are individually greeted and asked 'how are you today'. Children respond in a fun manner by replying 'I'm super duper travelly uper' or by sharing a short experience or story with the whole group. Children behave exceptionally well. This is because staff take every opportunity to praise their achievements regardless of how big or small they may be. For example, they praise them for sitting nicely on a cushion, taking turns and spreading jam onto their scones at snack time. The group's rules for behaviour are known and fully understood by the children. They articulately explain why they need behave in a certain way and the consequences to themselves and others if they do not. For example, they discuss 'if you throw toys your friends might get hurt'. Their independence is also fully promoted, for example, they have excellent opportunities to pour their own drinks at snack time and choose what they would like to play with. Consequently, they are extremely assertive in making decisions for themselves.

Children are provided with excellent opportunities to learn about the world around them. The role play area is creatively used to provide children with a great range of experiences. For example, following the children's request staff create a fantastic travel agents. Resources in the travel agents include holiday brochures, maps, computers and suitcases. In addition children make their very own passports, they draw a picture of themselves and write a description about their identity, for example the colour of their eyes. They choose stickers with the names of countries and flags on and talk about the countries they would like to visit. Staff further extend this learning by talking to the children about how they would need to travel to their chosen destinations. For example, by travelling over land or across the sea.

Children's welfare is promoted very well indeed. Individual care plans are agreed

regarding children's specific health or dietary needs. Each child's cultural needs are clearly understood and effectively met. Children have prompt, appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. Full records are kept and discussed with and signed by parents. Children develop a superb awareness of healthy living. From an early age they learn about the importance of good hygiene as staff sensitively support children so they become increasingly independent in toileting and good hand washing. Children of all ages thoroughly enjoy being outdoors in the stimulating well organised play area. Space is used very creatively to ensure children can climb, balance and become adept in using an interesting range of wheeled toys. Children have excellent opportunities to learn about how to keep safe. They talk about and take part in practising emergency evacuations. They also learn about the role of fire safety officers and the equipment they use.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
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	1
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

