

Home Farm Pre-School

Inspection report for early years provision

Unique reference number

226893

Inspection date

06/06/2011

Inspector

K.A. Bryan

Setting address

Home Farm Neighbourhood Centre, Home Farm Close,
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Telephone number

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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

Home Farm Pre-School opened in 1989. It operates from three rooms in a Grade II listed building owned by the local authority in Beaumont Leys, Leicester. The setting is registered on the Early Years Register and both parts of the Childcare Register to care for 26 children aged from two to eight years. Currently, there are currently 22 children on roll, of whom 21 are in the early years age range. The playgroup opens each weekday during term time and for two weeks during the summer holidays from 9.15am to 12.15pm. All children share access to a fully enclosed outside area.

The playgroup supports a number of children with special educational needs and/or disabilities and also a number of children who speak English as an additional language.

The playgroup employs three full-time members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the group because staff know them well as individuals. This means they plan interesting activities, supported by good quality resources, which engage them. Excellent partnerships are in place with parents, although working with others delivering the Early Years Foundation Stage to children is only beginning to be developed. Staff generally make good use of planning and assessment to ensure children have a good base on which to develop their future skills. All required policies and procedures are in place and are generally well used to underpin the management and operation of the group. Systems to monitor and evaluate the setting's performance work well and self-evaluation is developing effectively to enable staff to identify areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure there are links between children's starting points and the areas of learning so their achievements can be built upon
- improve systems so that staff understand they must declare all changes to circumstances which may affect their suitability to work with children
- develop systems further to communicate with other settings that children attend to ensure coherence of learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because staff have a good understanding of their role in this and of reporting procedures. A policy is also in place which is shared with parents so they are clear about how their children will be protected. All staff have also undertaken training in this area. Children's safety is further enhanced as admittance to the building is monitored by staff and all visitors sign into the group. Recruitment procedures are generally robust, although staff associations are not routinely checked to maximise this process. Staff who are not checked are never left alone with children.

Daily checks ensure the premises and resources are safe for children and this is supported by detailed risk assessments. There is free-flow around the rooms, which means children have lots of opportunities to follow their interests and move from activity to activity. Good use of resources also supports them in making choices. The setting is welcoming, with children's work displayed which helps them to feel valued and raises their self-esteem well.

The manager has a good understanding of how to use self-evaluation to identify areas for development, such as being outdoors more. The manager uses this as a working document and staff have been involved in its completion, so children benefit from a consistent service.

A very good range of operational policies and procedures are in place and individual policies are rotated on the parents notice board. This is a highly innovative way of making them aware of how the group operates. Excellent measures are in place to provide opportunities to involve parents in the group and in their child's learning. For example, workshops are arranged which enable parents to join in activities alongside their children. This has also incorporated a range of occasions, such as Easter and Christmas. Parents' feedback from these is highly positive and staff respond extremely well to any suggestions received. For example, as they make activities accessible for all parents. Parents spoken with are extremely pleased with the service offered and speak highly of staff and of how much information they receive about their child's progress. They also actively contribute to their children's learning as they set targets with staff, attend parents evenings and regularly see their children's 'Learning Journeys'. However, systems to work with others who deliver the Early Years Foundation Stage to children are not as effective as possible in providing a consistent service.

The staff group are qualified and knowledgeable and know the children well as individuals; this helps them to settle and feel confident in the group. Training is well supported and this demonstrates the setting's ongoing commitment to ensuring that staff development benefits children.

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

Staff have a good understanding of the Early Years Foundation Stage and planning is effective in covering all areas of learning. Detailed observations are in place and the next step in children's learning clearly identifies what is required for their individual progress. 'Learning Journeys' contain a good range of examples of children's achievements, such as pictures they have created using string and hand prints, and this also promotes their creative development well. However, children's progress may not be supported as well as possible as their starting points are not yet linked to the areas of learning. Staff have also devised useful booklets for parents to help them carry on their child's learning at home in areas such as numeracy and how to help children remember things.

The group use a wide range of interesting and varied resources well. Children have access to three rooms which have different areas to encourage their involvement. For example, the book area is well displayed to encourage children to make choices and they like to select their favourites which they look through with friends. They use this activity to create a storyline with matching actions, which promotes their imagination well. Resources are also at children's height, which helps promote their confidence as they move between activities, such as using construction bricks and small world tools.

Children are confident talkers and happily work with staff in their activities. For example, a child and a member of staff enjoy matching and pairing a range of animals. Children speak well in the larger group and are eager to answer questions, for which they receive lots of praise, which delights them. Children with language needs are also well supported as staff use a pictorial timetable and a signing system to ensure they can all join in and have fun.

Children enjoy exercise and many activities are taken outside, such as mark making using water and paintbrushes. The garden is also used well to extend children's experiences as they look at ladybirds using a magnifying glass and plant sunflowers. This promotes their understanding of the natural world. Children are also learning about recycling and re-using materials as they make cars to support work on a theme of 'transport' they have undertaken.

Children have a secure understanding of good hygiene procedures and understand why they wash their hands. They also use liquid soap and paper towels so cross-contamination is prevented effectively. Children enjoy a good range of snacks and drinks, and staff help them learn about healthy options as they sit with them at snack time. A varied range of practical activities also support their learning as they make smoothies and soup from fruit and vegetables. Staff also use these activities imaginatively to help children learn about weighing and measuring, which helps their mathematical awareness. Children learn how to be safe because staff talk to them about hazards, such as the stairs and roads. They understand the need to walk safely and be vigilant, which helps them to be responsible for their own safety.

Staff work consistently to help children learn to cooperate and share, and this produces a harmonious atmosphere for them to learn in. They respond positively to gentle reminders to use 'kind hands and feet' and are pleased to help tidy toys away.

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	3
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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