

Hathern Pre-School Group 'Pastures New'

Inspection report for early years provision

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Inspector	Ann Keen
Setting address	Hathern C of E Primary School, Pasture Lane, Hathern, Loughborough, Leicestershire, LE12 5LJ
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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*.

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Description of the setting

Hathern Pre-School Group 'Pastures New' is a parent committee run group that opened in 1981. It operates from the Hathern School and Community Centre in the village of Hathern, near the town of Loughborough. The pre-school is managed by a voluntary management committee made up of parents of the children who attend. The pre-school serves both the local and wider communities. The pre-school opens Monday to Friday during school term times. Sessions are from 8.45am until 11.45am.

This provision is registered by Ofsted on the Early Years register. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years old.

A maximum of 24 children from two to eight years may attend at any one time. There are currently 24 children on roll. This includes 21 funded children. Children attend for a variety of sessions. There are no children with learning difficulties or disabilities attending. All the children speak English as their first language. There are four staff working with the children. All hold early years qualifications. The setting is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in the inclusive, child-centred and extremely friendly environment. The excellent outdoor space and resources are used very effectively to enable children to develop as individuals. The children are safeguarded well ensuring that they are appropriately protected. Risk assessments are mostly carried out effectively and most injuries are accurately recorded to ensure children are safe. Effective communication and information sharing with parents, carers and other professionals ensures that children receive consistent care.

What steps need to be taken to improve provision further?

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

- ensure risk assessments cover everything that children come into contact with regard to electrical sockets and damaged decking
- ensure the protocol for contacting parents of a child who receives minor injuries whilst in the provider's care is adhered to, with regard to always recording names and injuries accurately and in detail.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are given high priority within the pre-school. Robust and continuous vetting procedures ensure that staff are confirmed as suitable on appointment and remain suitable to work with children. There are clear policies and practices to ensure that adults know and understand safeguarding issues and how to implement procedures if they have a concern. Risk assessments are outlined in detail and a full risk assessment record is updated regularly. However, daily checks sometimes miss potential hazards such as broken decking and missing electrical socket covers. In addition to team meetings the effective arrangements for induction, appraisal and supervision ensures that all adults involved in the setting have a comprehensive awareness of issues and are able to respond appropriately. All required policies are in place to safeguard children's health and well being.

Resources are used effectively to promote children's learning and allow them to make their own choices. An appropriate ratio of staff to children is maintained so children can be suitably supervised. Staff are highly motivated and committed to improvement. They effectively work together supporting the management to reflect on their practice, for both the future of the setting and children's learning. Consequently, outcomes for children are good. There is a strong commitment to developing the use of the outside learning environment so children can explore and investigate their immediate world. The manager monitors all staff through appraisals to help improve their professional needs. Everyone is made to feel welcome and included at the pre-school so children's individual needs are acknowledged and this helps them develop as individuals. All the recommendations from the last inspection have generally been successfully addressed to help improve the outcomes for children.

The special educational needs co-ordinator is trained and knowledgeable about her role. There are no children at present with special educational needs and/or disabilities although the pre-school provides for children when necessary. All children have learning journeys. This ensures that children receive good levels of support to help them reach their full potential. The partnership working between Early Years Foundation Stage providers establishes consistency and continuity in the care and education that children receive. The setting provides extensive information for parents to keep them well informed of their children's development. There is a good two-way flow of information both formally and informally. Parents chat to the staff as they bring or collect their children. They are also able to see, discuss and contribute towards the learning journeys so children benefit from a co-operative approach to supporting their development. Consequently, the partnership with parents is good in relation to both care and education.

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

Staff create a warm and welcoming environment for children and parents. An excellent range of interesting and fun activities are set out for the children including an extensive outside learning environment. Staff plan and provide activities that they know will interest children and support their learning through constantly reflecting on activities and experiences. There are effective systems in place to record and assess observations of individual children and to use this information to plan for future learning. This enables every child to make good progress and develop skills for the future. All children are well supported and fully included.

Children arrive happily and quickly settle. They particularly enjoy the outside areas where they have outstanding opportunities to enjoy the natural world and play in the fresh air. This gives them the chance to see herons, play in the Willow Den and explore. In addition they have an excellent range of resources in the outside play area to learn new skills, develop their creativity and enhance their physical development. Their independence is promoted well as they have the opportunity to make choices from the vast range of resources made accessible to them inside. They play happily together and are good at sharing and taking turns. Children show they feel secure as they build strong, positive relationships with peers and adults. They chat enthusiastically and communicate well. Children are confident speakers and readily share their own experiences. Children show an interest in technology as they use the 'computer' in the home corner. They are given good support from adults when needed to help them learn. Children enjoy varied opportunities to make marks and show that their fine motor skills are developing well as they use chinks, paints and pencils. The book corner is comfortable and some children enjoy looking at the books on their own or with friends creating an interest in the written word. They learn to solve problems as they play with the different construction sets. Children enjoy using pieces of wood and old tyres, for example, to create their own constructions thus developing their imagination. Children are effectively learning skills for the future as they learn to handle small tools such as scissors. Children are introduced to numbers and have good opportunities to sort and match objects as an early introduction to mathematical skills.

Children show a strong sense of security and approach staff readily for attention. Consequently, they feel safe within the group. All required medical documentation is in place such as permission for emergency medical treatment to ensure children are protected effectively. Injuries within the setting are recorded regularly although details are sometimes lacking. This potentially comprises children's health.

Staff manage the children's behaviour very well and set high expectations for good behaviour. Consequently, children are very well behaved. Children's health is promoted effectively through daily exercise and healthy eating. They have easy access to drinking water so can help themselves when they get thirsty. They enjoy healthy snacks such as apples and pears. Children also learn about the importance

of good personal hygiene and clearly understand that they need to wash their hands at certain times.

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	1
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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