

Hall Lane Pre-School

Inspection report for early years provision

Unique reference number	226206
Inspection date	27/09/2011
Inspector	Janice Hughes

Setting address	Hall Lane Methodist Church, Hall Lane, Whitwick, Coalville, Leicestershire, LE67 5PF
Telephone number	07794905974
Email	becburton@fsnet.co.uk
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

Hall Lane Pre-School is part of a group of three early years settings operating under the name of Community Pre-Schools. It opened in 1996 and operates from rooms within the Hall Lane Methodist Church in a suburb of Coalville, Leicestershire. All children share access to a secure enclosed outdoor play area.

A maximum of 26 children may attend the pre-school at any one time and it is open Monday to Friday from 9:30am until 12pm, during the school term. There are currently 30 children aged from two to under five years on roll. Of these, 21 receive funding for nursery education. Children come from the local community. The setting currently supports children with special educational needs and/or disabilities and supports children who speak English as an additional language.

The pre-school employs four staff. All staff, including the manager, hold appropriate early years qualifications. The setting receives support from the Leicestershire support workers, link officers and mentor teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Strong relationships are formed with children, each other, parents and other professionals. The environment is mainly well organised which helps children in the main to make good progress in their learning and development. Documentation is mostly reviewed and there are procedures to ensure the safety of the children; however some are not accurately followed. The self-evaluation process is developing and has identified some good areas for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the procedure for informing parents of any accidents or injuries sustained by the child whilst in the care of the providers is followed accurately. (Safeguarding and promoting children's welfare) 11/10/2011

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

- ensure that the children's observations and assessments are used to plan for their next steps in learning
- improve opportunities for children to select and use activities and resources independently; with particular reference to their access to outdoor play.

The effectiveness of leadership and management of the early years provision

The manager and staff work effectively together to provide a warm and welcoming service for children and parents. They help protect children from harm and neglect as they have a strong knowledge of safeguarding procedures and a clear understanding of how to report any concerns. Good vetting and induction systems are in place to ensure all staff working with children are suitable to do so. Suitable procedures are in place for the arrival and collection of children and effective measures are taken to ensure the premises are secure. However the accident and incident procedures are not completely followed by all the staff and this may compromise children's safety. This is a breach of the Welfare Requirements. Comprehensive and detailed risk assessments are carried out for all areas used by children and any outings they undertake. Staff take positive steps to promote children's health and well-being. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross infection.

Systems to identify areas for improvement are effective and purposeful. For example, the manager has recently introduced a tracking system for identifying the learning and development of the children. She and the team have also discussed improvements to the outside environment. Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the manager. The manager continually strives to ensure that the setting provides an inclusive service where all children and parents are welcome. Staff are committed to supporting children with special educational needs and/or disabilities and children with English as an additional language. With parental support, this includes identifying children's individual requirements and ensuring the appropriate professional support is accessed. A broad range of resources are organised to ensure that children can access them without help or with minimal assistance to aid their independence. For example, the staff set up the hall and provide boxes of toys and resources for each area that the children can choose for themselves. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

Strong relationships are established with parents and outside agencies to ensure each child's needs are identified and met. Effective systems are in place to include parents in children's learning and development. When children start an initial discussion and assessment takes place to obtain information about their child's interests and ability in order to determine their starting points. Parents receive verbal information about their child's progress on a regular basis. Staff establish close relationships with parents and value their contributions. As a result, many provide help and support within the pre-school.

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

Children are happy, settled and form good relationships with each other and staff. Staff are continually developing their knowledge and understanding of the Early Years Foundation Stage and revising their systems to observe and plan for children's learning, to ensure they meet the children's individual needs. Comprehensive information is sought from parents regarding their child's unique characteristics and identifies starting points for children's learning which staff can build on. Planning is flexible, clear and covers all areas of learning in the curriculum as staff plan around children's interests. However, it does not identify how activities are adapted for individual learning priorities. Staff are caring, considerate and sensitive to children's needs. As a result, children are motivated and make many good links in their learning. There is a good balance between adult-led activities and free play; the opportunities for children to self-select resources and initiate their own play are in the main good. Consequently the children make generally good progress towards the early learning goals.

Children's current and ever-changing interests are fostered well by their key workers. Staff use open-ended questions to effectively promote children's thinking and set out the hall to create a bright and cheerful environment. Play areas are very well organised and equipped to offer a wide range of exciting and stimulating activities. Children express their thoughts, ideas and feelings in a variety of ways. For example the role-play area is designed as a stage for children to show their musical talents. A buzz is generated in the room as children play, as there is so much going on for them to do and enjoy. Children handle tools, objects and construction materials safely and with increasing control.

Opportunities for children to learn about a healthy lifestyle are good. They enjoy healthy snack of strawberries and grapes with bread sticks. Discussions and topics, such as 'All About Me', provide the children with a secure understanding of the importance of being healthy. Children's healthy lifestyle is fostered effectively through daily outside play. They develop confidence and coordination when climbing up the slide and riding the tricycles around the garden. This increases their physical development well. However the children do not have free access to outdoor play. Children have a good understanding of appropriate hand washing procedures. They demonstrate this clearly as they use the bathroom and bacterial wipes at snack time to prevent cross infection. Children's understanding of safety issues are further extended through stories and discussions about road safety and strangers at circle time.

Children are self-assured in their play and confident to try new experiences in a supportive environment. They are sociable and readily engage their peers, staff and visitors in conversation and play. Children are keen to share experiences and enjoy listening to stories. They are excited to show how they create their houses using shapes and build farms out of construction bricks. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures

outside their immediate experience. They celebrate festivals such as Chinese New Year and they practise writing words in Chinese and tasting food from other cultures.

Good emphasis is placed on developing children's communication, language and literacy skills. For example, by encouraging listening skills, extending their vocabulary and linking sounds to letters as they attempt to write their names. Children are confident speakers and good listeners, and are keen to share experiences and enjoy listening to stories and snuggle in the talking tent to sing nursery rhymes. Children are encouraged to show an interest in numbers and are supported to develop the skills needed for counting. For example, through a range of interesting games, songs and everyday activities. Children's interest in information communication and technology is also fostered well which extends their skills for the future. They use a range of computer programmes that support their mathematical thinking and problem solving skills. Children also listen to jazz and classical music independently.

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	3
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
--	---

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	3
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

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
--	-----