

Holly Hedgehog Preschool

Inspection report for early years provision

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Inspection date 20/10/2011
Inspector Teresa Elkington

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Type of setting Childcare - Non-Domestic

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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

Holly Hedgehog Pre-school has been registered since 2004. It is located at the Crawley Baptist Church, in West Sussex. It is a privately run group, which has close links with the Church. The pre-school is located in the main hall of the church and has access to additional meeting rooms on the first floor, with nearby toilet facilities. There is outside play space available in the enclosed car park at the rear of the church, with use also being made of the local park to provide children with further opportunities for outside play.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend in the early years age group from three to five years. There are currently 12 children, aged from three to four years, on roll. This includes three- and four-year-olds who receive funding for nursery education.

The setting is open during term time only on Monday, Thursday and Friday from 9.30am to 2.30pm. The pre-school supports children who have learning difficulties and/or disabilities and for whom English is an additional language. A team of four staff work with the children; of these, two have relevant child care qualifications and one staff member is working towards an appropriate qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have opportunities to engage in a range of first hand learning and play experiences, within in a bright and child-centred environment. Generally children make good progress in their learning and development. Emphasis is placed on children's health and safety throughout the setting. Strong links with parents and other professionals enable a child-centred approach to care and learning. Regular self-evaluation helps to ensure that the setting has a good capacity to maintain continuous improvement. Priorities for future development are promptly identified and addressed.

What steps need to be taken to improve provision further?

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

- develop the range and use of technology to support children's learning and development
- develop the systems to further support children's learning to ensure that their next steps are being clearly identified and used in leading future planning .

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding and child protection issues which enables them to help children feel extremely safe and secure. A rigorous recruitment, induction and vetting process is in place, to check the suitability of adults having contact with the children. Staff are highly committed to promoting children's safety at all times. They carry out comprehensive risk assessments, enabling them to effectively identify any hazards which may compromise the continued safety of the children. Staff routinely verify the identity of all visitors and have robust procedures in place for the safe arrival and collection of children. High standards of cleanliness are maintained throughout all areas of the setting. Children's good health and well-being is promoted at all times, due to the implementation of effective policies and procedures that are fully embedded in the setting. All required documentation is in place and well maintained.

The setting is well led and managed. The setting has a strong commitment towards continuous improvement, which is shown through the use of self-assessment. The views of staff and parents are included, which helps to provide clear, targeted plans for future improvements for the setting. The consistency in maintaining continuous improvement is reflected in the management's ability to address recommendations from the last inspection effectively. Staff are well supported in their own professional development. Regular appraisals are carried out with all staff, which provides opportunities to celebrate individual strengths and plan for training as required. Staff deploy themselves well, enabling children to benefit from support during their play and learning experiences. The good organisation of available space and resources enables children to independently explore their play and learning environment both indoors and out. This enables all children to become motivated and inquisitive learners. Staff have a full understanding of children's individual needs, which enables an inclusive approach to care and learning. Well-established systems are in place to work with other professionals to support children's specific needs, which helps to narrow the achievement gap. Children's awareness of the wider world is well promoted through the effective use of positive multicultural resources and displays. Children enjoy this fully inclusive setting where they learn about equality and diversity at a level that they are able to understand.

Partnerships with parents is good. Clear information is sought from parents which provides a firm foundation to build on children's starting points and to promote their well-being. Parents are kept well informed of their children's efforts, achievements and progress through the effective channels of communication that are in place. Parents are provided with good opportunities to participate and contribute to their children's learning and development. For example, through the book borrowing scheme. Staff collaborate well with other early years providers and carers to share information, which ensures a consistent approach to children's development.

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

Children happily enter the pre-school and receive a warm welcome from the staff. They benefit from the wide range of learning experiences that are available for them to choose. Space, both indoors and out, is well organised, allowing children to make informed choices about their own learning and play. Children show enthusiasm in all that they do, and enjoy the support and company of the staffing team and other children. There is a good balance of adult-led and child-initiated activities that result in children being creative and active learners. Children show good levels of independence, curiosity and imagination. Staff interact positively with the children and provide support and guidance as they play, to enable them to gain the most from their learning experiences.

Staff have a good understanding of the Early Years Foundation Stage framework and of how young children learn through first hand experiences and play. Observations are regularly undertaken to record milestones in children's development. However, there is some inconsistency in how well staff use observation and assessment information to plan effectively for children's individual needs and the next steps in their future learning. Good behaviour management strategies are in place, which help children to understand the importance of working harmoniously together. Consequently children behave well. They show kindness to each other and willingly to co-operate and share. The use of display boards which children have contributed to provides positive reminders for the need for 'kind hands and kind words'. Children are constantly praised for their efforts by the staff, which enables them to develop in self-esteem. They have good opportunities to respect diversity by celebrating festivals from different cultural traditions as well as their own. This is well supported by a wide variety of fun activities, resources and displays of positive images which are seen throughout the setting. For example, they create 'Rangoli' patterns in preparation for their Diwali celebrations. Children prepare to embark on an imaginary aeroplane journey to India.

Children are very aware of their surroundings and know how to conduct themselves safely. For example, they show care as they walk up and down the stairs as a group. Children have the confidence to seek support from the staffing team as required. This shows that they feel exceptionally safe and are highly confident to confide in, and seek support from adults. Children develop a keen understanding of the importance of good health. They spontaneously wash their hands in preparation for snack and mealtime without reminders from staff. They follow pictorial prompts to encourage good hand washing and clearly understand why this is important. Children enjoy a range of healthy food options for the snack which they contribute to and parents are actively encouraged to support the provision of healthy options in lunch boxes. Children enjoy daily access to a outside play area, which provides many worthwhile opportunities for fresh air and enables children to develop and enhance their physical skills. This provides an excellent foundation to support children's enjoyment of continued physical activity.

The setting promotes outcomes for children well. Children's skills in

communication, language and literacy are well supported through the wide range of activities that children undertake. Their developing awareness of the use of words and letters is enhanced through their daily routines. They place their names on the registration board and use modelling dough to form and cut out letters that they recognise. Making marks is actively encouraged, as children have access to a wide range of writing and drawing materials. They make full use of the welcoming book corner, where they enjoy a wide range stories and books, some of which children have made themselves. Mathematical concepts are encouraged through the use of practical activities and daily routines. Children have access to a range of interactive toys. However, they do not make full use of information and communication technology resources, such as the computer, to develop their skills further in this area. Children participate in growing a selection of flowers and vegetables, which ensures that their understanding of sustainability is actively promoted. Overall, children are developing their inquisitiveness and motivation to learn enabling them to be prepared for the next stage in learning.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
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