

# Hawley Pre - School

Inspection report for early years provision

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**Unique reference number** EY424470  
**Inspection date** 14/09/2011  
**Inspector** Debbie Newbury

**Setting address** Holy Trinity Church Hall, Vicarage Road, CAMBERLEY,  
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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*.

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## Description of the setting

Hawley Pre-School was first registered in 1989 and re-registered when it moved to its current premises in 2011. It operates from Holy Trinity Church Hall in Blackwater, near Camberley, Surrey. Children have access to a large hall, toilet facilities and an outside garden area. The group opens five days a week during school term times. Sessions are from 9:00am until 3:00pm on Monday, Wednesday and Friday and from 9:00am until 12:00noon Tuesday and Thursday.

The pre-school is registered on the Early Years Register to care for a maximum of 32 children in the early years age group. There are currently 50 children on roll. The pre-school receives funding for free education sessions for three-and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are nine part-time staff working with the children. Of these, five have level 3 qualifications and two have level 4. The supervisor has a level 7 qualification and is working towards Early Years Professional Status. One member of staff is currently studying for a Foundation Degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare is not adequately promoted because the pre-school is in breach of several requirements relating to the suitability of adults and the safety of the premises. Children are happy, included and valued. They make generally suitable progress in their learning. However, the environment does not fully promote this and not all areas of learning are effectively promoted. Management monitors and evaluates the quality of the provision although it has failed to identify and resolve the breaches of requirement. However, it has been able to identify several key areas for improvement and is putting in place effective measures to bring about change and ensure continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- keep records of the information used to assess staff suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique 31/10/2011

- reference numbers of CRB disclosures and the date on which they were obtained (Suitable people)
- ensure the provision of appropriate fire detection equipment (for example fire alarms or smoke detectors) which are in working order (Suitable premises, environment and equipment) 31/10/2011
- ensure records, in particular those relating to the suitability of staff, are easily accessible and available for inspection by Ofsted (Documentation) 31/10/2011

To improve the early years provision the registered person should:

- develop mathematical understanding through all children's early experiences and enable them to discover things about numeracy in the environment such as numbers, counting and calculating through practical situations and the provision of relevant resources
- provide more positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- create a stimulating indoor environment that offers a range of activities which will encourage children's interest and curiosity.

## **The effectiveness of leadership and management of the early years provision**

The pre-school is in breach of several legal requirements. Records of staff qualifications and evidence of the information used to assess staff suitability are not available for inspection. The failure to prove that staff are suitable puts children at risk. In addition, there is a lack of appropriate fire detection equipment within the building. These omissions seriously undermine the other more positive measures that staff are taking to safeguard children. For instance, staff speak confidently about possible signs of abuse and neglect and the action they must take if they have any concerns about a child's welfare. Staff make sure that the premises are secure and children are carefully supervised. They also complete effective risk assessments.

The pre-school moved to new premises last year and children now benefit from a free-flow approach to outside play. Staff are making a lot of effort to develop the outside area, resulting in the creation of an interesting learning environment. However, they do not give the indoor environment the same level of care and attention to detail in respect of the provision of resources. Also, some areas, for example the home corner, lack appeal and consequently children are not inspired to explore. This reduces opportunities to maximise learning.

Staff promote equality and diversity in a generally satisfactory way. Children are welcomed as individuals, with everyone having equal access to the resources and activities on offer. They are introduced to different festivals and celebrations throughout the year to promote awareness of their own customs and beliefs and those of others. However, use of posters, pictures and other resources to reflect a

positive attitude to diversity are limited. There are appropriate systems in place to support children with special educational needs and/or disabilities.

Parents indicate that they find staff very friendly and approachable although some would like to see better communication. The manager is trying hard to improve partnerships with parents and provide greater opportunities for them to share in their children's learning. For instance, in response to suggestions made by parents, she is organising termly parent meetings to discuss children's progress. Systems for working in partnership with other early years settings that children attend are evolving in order to promote a shared approach to children's care and learning.

The pre-school is led by an enthusiastic management team, which has a clear vision for the future development of the pre-school. Systems are in place to monitor and evaluate the quality of the provision although these have failed to identify several breaches of requirement. With support from the local authority early years team, the pre-school is working very hard to improve practice and outcomes for children. This has led to the development of an action plan so that specific areas can be addressed within identified timescales. This is very much a work in progress but demonstrates clear commitment and a keen desire to move forward.

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

Children arrive happily and separate easily from their parents and carers. This demonstrates how safe and secure they feel, both within the pre-school environment and in the company of the adults caring for them. They have the confidence to express their views and settle quickly to their own choice of activity. For instance, children ask for a different game to play on the computer and many children relish being outside in the garden. This area continues to be developed but offers children some interesting opportunities for outdoor learning. For instance, some children delight in the 'wriggly worms' they discover as they help staff do some planting in the new sensory area. Others enjoy the challenge and risk of playing on the tyre swing or trying to shoot a ball through the basketball net. Children enjoy exploring different musical instruments and making suggestions for songs and rhymes. They competently and carefully cut play dough and cooked spaghetti with scissors and express their ideas as they paint pictures. Children identify the different colours they have used and proudly announce who their pictures are for.

Overall, staff interact positively with children. They sit with them, show interest in what they are doing and engage them in conversation. However, there is a lack of consistency across the staff team in respect of the way they support and extend children's learning. As a result, children are not always challenged in their thinking or encouraged to develop their own ideas. This is a particular issue in regard to problem solving, reasoning and numeracy. Management has identified the need to develop staff's awareness of the role of the adult and this is receiving attention. The pre-school has just introduced a new system of planning, observation and assessment to help focus attention on identifying the individual interests and

learning needs of each child.

Children follow simple hygiene routines, such as washing their hands before eating. They confidently explain that the reason for doing this is because of germs and announce that these are 'yucky.' The pre-school's snack-bar offers children a choice of healthy options. They serve themselves, make their own decision as to what they want to eat and drink and when they are ready to do so. Although children have an adequate understanding of keeping themselves safe, there are issues relating to leadership and management's understanding of safeguarding, which impact on children's overall safety.

Children and staff have warm and friendly relationships. Staff treat children with kindness and are ready to offer a cuddle or reassurance when this is needed. Children play an active role in caring for their environment by tidying away toys before they go home. Staff give praise and encouragement, which effectively fosters their self-esteem.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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