

HOOK PRE-SCHOOL

Inspection report for early years provision

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Inspector	Sara Garrity

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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

Hook Pre-School is a privately owned group that opened in 1971. It has been under the current ownership since 1995. It operates from the main hall in Hook Parish Hall in Chessington. The pre-school has sole use of the hall, toilets and kitchen area when in operation. They have access to a small secure outside play area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a total of 35 children. All children may be in the early years age range. There are currently 55 children on roll aged from two to four years. The pre-school is funded to provide free early education to children aged three and four years. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

They are open Monday to Friday from 9am to 12noon and Mondays and Thursdays 12.30pm to 3.30pm 38 weeks of the year during school term times. The pre-school serves the local community.

The pre-school employs nine members of staff, of these, seven hold a relevant National Vocational Qualification at levels 2 to 4. One member of staff is working towards achieving a foundation degree. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school recognises the unique needs of each child and supports them in making good progress towards the early learning goals in most areas of learning. Children are eager to come into the pre-school, they settle well and are happy, confident and gaining good independence overall. Staff provide a safe and inclusive environment. Partnerships between the pre-school, parents and other agencies are well established, and help to provide continuity of care. The capacity of the pre-school to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- create an attractive book area where children can relax, read stories and enjoy quiet activities, both inside and out
- develop further children's independence skills, through offering a wider range of resources for them to self-select and make choices in their play and learning

- increase the range of resources that help children find out about and learn how to use information technology.

The effectiveness of leadership and management of the early years provision

The pre-school staff are committed to ensuring the safety of all children, and have all undertaken safeguarding training. Therefore, they have a good knowledge of child protection issues and the procedures to follow in the event of concerns about a child. Policies and procedures are reviewed and implemented well by all staff. Detailed risk assessments are carried out daily and staff help to ensure that children are able to stay safe while exploring the environment. Fire drills are frequently practised, recorded, and monitored to help all children and staff have a good understanding of the procedures to follow.

The manager understands the importance of supporting staff, taking into account their individual skills and interests, to enhance the outcomes for children. Robust recruitment and vetting procedures are in place and a staff handbook has been developed, which includes an induction procedure to follow. The manager regularly observes staff, with feedback given during staff appraisals and one to one supervision meetings. This means staff practice is continually developed and improved. The pre-school are working towards a quality assurance scheme with support from the local authority. Staff are actively involved in the self evaluation process. Well developed action plans are in place, which identify strengths and areas for improvement. The role-play area has recently been moved to improve access for all children. All staff are dedicated to improving outcomes for children. They attend short courses to keep their knowledge and practice up to date. Staff are encouraged to take on additional responsibilities which focus on areas of learning in the Early Years Foundation Stage. Staff interact positively with the children, engaging them in one to one activities, adding pictures and comments into their learning journeys. Children also take part in large group activities which encourage them to share and take turns.

Equality and diversity is actively promoted in the pre-school, with multi cultural resources having recently been updated. Staff use makaton sign language to support all children to communicate. Staff have recently introduced Picture Exchange Cards to support settling in procedures and are in the process of reviewing practice to provide more mark making activities for boys in the indoor environment.

Partnerships with other agencies is well developed, staff have good links with the local Children's Centres. The pre-school benefits from regular visits from the speech and language therapist, as well as the advisory teacher, from the local authority. Furthermore, the setting has strong links with reception teachers from local schools, many of whom visit the pre-school, which eases children's transition to school. The staff have developed effective relationships with parents. They demonstrate a strong commitment to working with parents to ensure the children's individual needs are met. Information gained from parents is used to identify ways to engage and involve children in the pre-school environment. Parents are

encouraged to meet regularly with their child's key person to discuss their child's progress and look at their learning journey.

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

All children are making good progress in their learning and development and this helps them develop good skills for their future learning. They are well supported by staff who have a good knowledge of child development and the individual needs and interests of the children in the pre-school. Children take responsibility for small tasks, helping to prepare snacks as well as tidying up. They are aware of the rules to follow to keep themselves as well as others safe in the pre-school, for example, they remind each other how to use equipment safely. The children have a good variety of activities to choose from; however, some toys and resources are not available for self-selection which limits their independence in making choices in their play and learning.

Children demonstrate a strong sense of belonging. They are aware of routines, and happily sit down ready for a story or large group activity. Children's behaviour is good, they look for friends to play with; and are kind to each other and willing to help, especially when friends are stuck at the top of the climbing frame.

The children are aware of how to keep healthy. They are adopting good personal hygiene routines, which are supported by adults. Children enjoy eating healthy snacks and exercising. Snack time is a social event, where children pour their own drinks and help cut up fruit to share. They have plenty of opportunities to exercise outside, balancing on the wooden beams, as well climbing up the steps, and bouncing down the ramp.

Overall staff plan a stimulating environment that encourages the children to interact with each other as well as work independently. Children extend activities using the equipment in the role-play area to set out a picnic in the book corner. The book corner is not fully utilised by the children, it lacks resources to enable the children to sit comfortably and look at the selection of books on offer. Children are inquisitive about the world around them. They explore shapes using scissors and shaped cutters with the play dough, as well as painting activities looking at printing with circles. However, there are limited resources to promote children's understanding of information technology.

Communication language and literacy is well promoted in the pre-school with staff practicing rhyming words with the children, they encourage them to find their own names at the beginning of the session as well as at snack time. During register time staff encourage the children to share news from home; they take turns to take a special monkey home to spend the evening with them so that they can tell their friends about their adventures.

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	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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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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