

Hessle Pre-School Nursery

Inspection report for early years provision

Unique reference number 314646
Inspection date 06/12/2011
Inspector Nichola Dickinson

Setting address 44 Ferriby Road, Hessle, North Humberside, HU13 0HT

Telephone number 01482 643565
Email hesslepreschool@hesslepreschool.karoo.co.uk
Type of setting Childcare - Non-Domestic

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

Hesse Pre-school Nursery is privately owned. It opened in 1981 and operates from five rooms and a kitchen within a semi-detached property. Children have access to an enclosed outdoor play area. The pre-school is situated in a residential area in Hesse. It is open each weekday from 7.30 am to 6.00 pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 42 children may attend the nursery setting at any one time. There are currently 68 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports children with special education needs and is able to support children with English as an additional language.

There are 22 members of staff, all of whom hold appropriate early years qualifications national vocational qualifications to at least level 2. The setting provides funded early education to three and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has a vibrant and welcoming environment in which children thrive. Experienced staff have an exceptional understanding of individual needs and interests. A wealth of inspiring activities provides a rich learning environment. Children succeed through continuity of care and learning because the nursery liaises with parents and other agencies to ensure individual needs are met. Self-evaluation ensures areas for improvement are promptly identified and addressed, although systems for recording details of criminal record bureau checks need to be improved.

What steps need to be taken to improve provision further?

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

- improve recording systems detailing Criminal Record Bureau Checks.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected from harm because all staff are passionate about protecting the children in their care. Child protection procedures are clearly understood. Criminal Record Bureau checks are in place, although these are not effectively recorded. The impact on children is minimal because staff are long

serving and well known to the management team.

Comprehensive policies and procedures are meticulously implemented. The nursery has good self evaluation procedures in place, enhanced by ongoing relevant staff development and training. This ensures that all staff working with the children are proficient and well qualified.

Staff review risk assessments regularly and conduct thorough daily checks of all areas of the nursery. This enables children to safely enjoy the rich variety of activities, whilst developing their knowledge of how to keep themselves safe. The premises are very welcoming, vibrantly decorated with children's work, photographs and displays.

Children's care and learning is successfully promoted by a very committed, caring and enthusiastic team of staff, who are passionate about the service they provide. Morale is high and staff turnover very low. Their energy and enthusiasm has a positive impact on children's learning and development and results in an exceptionally high standard of learning, evidenced throughout children's learning records. All staff are dedicated to continuous improvement, strongly supported by the curriculum management officer and the capacity for this is excellent. The team ethos is inspiring and staff work closely together to ensure the best possible outcomes for the children.

The setting actively promotes strong partnerships with parents, carers and other professionals, inviting parents to be involved in events. Staff value parents' views highly and are keen to respond to families needs. Learning records are accessible to parents and termly reports ensure parents are updated on children's progress. This enables parents to share information about activities their child enjoys at home and ensures that they are fully involved in children's learning. Comments on questionnaires are very positive. Parents highlight the lively, welcoming environment and the loving, caring staff who are interested in children's needs. Close working relationships with other settings and professionals are well established and enhance a consistent approach in meeting children's needs. Staff have very good relationships with the local school, providing their after school club, ensuring that good practice is shared and the smooth transition from nursery to school is supported.

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

Children make excellent progress in all areas of learning and development. They benefit from the support of experienced and enthusiastic staff who effectively organise a variety of imaginative activities which promote exploration and motivation. The day is expertly organised, including periods of time where children enjoy independent play, balanced with adult-led activities and children's need for rest or sleep. Staff carefully plan activities to develop children's individual interests and learning needs. Comprehensive planning, observation, assessment and organisation of activities in all areas promote a child-centred learning environment.

Staff use relevant observations to identify children's next steps, ensuring they make excellent progress in line with Early Years Foundation Stage developmental targets and starting points.

Children are excited to explore the resources available, sharing their thoughts and encouraging others to join in their play. Children confidently address new challenges in the stimulating learning environment, enjoying opportunities to play both indoors and outside. Their absorption in chosen activities is good, enhanced by staff supporting children's learning and skilfully developing sustained shared thinking. Older children confidently use a range of resources to develop their physical skills as they climb and slide, play a game of tag, throw and catch beanbags using tennis rackets and adeptly negotiate bikes and cars around obstacles. Children participate in singing and story sessions with energy and enthusiasm. Outdoors offers a rich variety of resources and older children spend time in the fresh air each day. A soft, 'grassed' area offers a safe place for babies to explore. There are opportunities to investigate mark making and sensory experiences, for example, hand printing and sand and children become totally immersed in chosen activities. Through interaction with the children, staff promote children's learning, giving them developmentally appropriate challenges and the confidence to try new things.

Staff are excellent role models, demonstrating team work and positive behaviour, such as good manners and sharing. They promote children's self-esteem and offer praise and encouragement at all times. They remind children to share with their friends, be polite, kind and helpful. This is reflected in the secure relationships children have established with their peers. Behaviour is very good and is supported through clear and concise behaviour management strategies. Skilful negotiations and clear explanations with children ensure positive solutions to conflict or disagreement.

The setting is entirely inclusive and staff differentiate to ensure all children are included in activities. Children develop knowledge and understanding of the wider world as they learn about different countries through cooking, tasting food and celebrating festivals such as the Nativity. Children develop important social skills, showing care and concern for others, for example, setting the table and helping each other to pour drinks.

Children are confident, increasingly independent and very helpful. The youngest children take pride in given tasks, such as tidying up at the end of a session. They learn the importance of following simple hygiene routines, and they know that it is important not to spread germs. They are very well cared for if they become sick or have an accident, and there are rigorous procedures in place to protect them from infection. Children enjoy healthy meals and snacks with water and fruit available throughout the day. There are robust procedures in place to recognise and meet children's dietary requirements and reflect parent's wishes for children's diets, for example, intolerances and vegetarianism.

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 | 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 |

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