

Hatchlings Pre School

Inspection report for early years provision

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16/12/2011

Inspector

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Setting address

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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.

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

Hatchlings Pre School is run by a private provider and was registered in June 2011. It operates from two first floor rooms in a converted church hall in the outskirts of Leeds, West Yorkshire. The pre-school serves the local area. The setting is accessible to all mobile children and there is a fully enclosed area available for outdoor play.

The pre-school opens from Monday to Friday during school term times. Sessions are from 9am to 3pm and from 9am to 12noon. A maximum of 20 children may attend the pre-school at any one time. There are currently 14 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register. The pre-school provides funded early education for three- and four-year-olds. The provision supports children with special education needs and/or disabilities and children who speak English as an additional language.

The setting employs three full-time members of childcare staff. All staff hold an appropriate early years qualification. One member of staff also holds a qualification in Extended Childminding Practice. The setting is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children are making good progress in their learning and development and appear settled and happy. The setting works closely with parents and carers to extend children's learning and development. Effective systems for relationships with professionals involved with the children and families are established to ensure that children's individual needs are sensitively met. Systems are in place to share information with other settings, such as schools regarding children's progress towards the early learning goals and to ease the transition to school. Planning of activities is good and the children's learning is supported by a satisfactory range of toys and resources available to them. Self-evaluation is ongoing as the setting is not yet fully operational but the owner and staff are well aware of its strengths and weaknesses and committed to continually improving the care of the children.

What steps need to be taken to improve provision further?

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

- ensure there is information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and Welfare)

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

- lead and continue to encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- create further a stimulating environment that offers a range of activities which will encourage children's interest and curiosity, both indoors and outdoors.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because staff have a good knowledge of local safeguarding procedures and mostly all documentation is in place. However, information on who has parental responsibility and legal contact of the child is not obtained, which is a breach of legal requirements. The setting conducts good risk assessments, which are reviewed and updated regularly. This covers all areas of the setting and includes outings. The setting has a reasonable range of resources for indoor and outdoor play. However, children do not have access to information technology and electronic equipment to further develop their skills for the future. The indoor environment is well organised to support children's learning. Children are able to choose what they would like to play with and can also access resources for themselves. There is a good balance of adult-led and child-initiated activities. Two members of staff are very experienced childminders and have successfully integrated their knowledge and understanding of working with children from a domestic to a group setting. This means that children are able to make good progress in their development through experienced and confident staff.

The setting has close working relationships with parents and carers. Information on children's starting points and achievements within the setting are shared regularly with parents. Parents' understanding of the Early Years Foundation Stage and how they can extend children's learning from home is well supported by the setting. For example, a poster highlighting what parents can do at home to support children's learning is reinforced by the pre-school setting daily tasks for parents and children to do together and through regular exchanges of children's favourite books. Systems have been established for effective relationships with other professionals, such as schools and other early years providers through regular locality based networking meetings and links with the local children's centre.

The owner made a positive decision to develop the provision in stages by restricting the opening hours in the first full term of operation. Thus, ensuring continuous improvement through beginning the process for self-evaluation and the development of a realistic action plan. The setting is overall effective in embedding ambition and driving improvement because the small staff group have established relationships as childminders and have developed the setting together.

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

Children enjoy being in this setting and are familiar and secure in its routines. Children are able to move freely, safely and confidently around the setting because the staff ensure a safe environment and provide clear boundaries regarding the use of toys and other resources. Children behave in ways that are safe for themselves and others and develop an understanding of dangers and how to stay safe. They learn about road safety through visits and outings to the local shops and through role play. They learn about aspects of keeping themselves safe from abuse by visits from the police who teach them about danger from strangers.

Children's good health is promoted effectively by staff. Children are starting to learn about making good choices of food because they are offered healthy snacks. Staff sit at the table with them and talk to them about the food they are eating. They learn about healthy food and 'treats', such as sweets by recognising them in laminated pictures and talking to staff. Children are able to play out in the fresh air in the outdoor play area. Their physical development is supported indoors, for example, through daily dancing activities. Good hygiene is promoted as children are required to clean their hands after going to the toilet and before snacks.

The children are making good progress towards the early learning goals because the setting plans activities around their interests and their progress is recorded. Staff know the individual needs of children and recording their next steps has been implemented. Children are independent and happy and confident with staff and each other. Children are active learners, creative and think critically. For example, children enjoy playing a game with balloons. They develop their physical skills and coordination by punching and throwing balloons to each other and catching them. By talking about the number and colour of balloons, their vocabulary, communication and numeracy skills are being promoted. They learn about playing together, recognise the different sounds that balloons make and listen to staff instructions on when to stop and start. Children listen to stories, sing along with them and match actions to words, look at books, turning pages to find their favourite picture and talking about what they can see. They receive opportunities to try out their early writing and drawing skills through a selection of resources in the setting. They recognise the letters in their name and learn about the number for the day when they self-register with their parents. This means that their numeracy and literacy skills are being promoted.

Children learn about the wider world through role play activities. For example, by dressing-up as doctors, police and talking to staff they learn about people that help us. They learn about how to behave in public places as they go on visits to the library, church and school harvest festivals, Christmas concerts and to local shops. Children are helped to understand differences in the society they live in through resources, such as books and toys and celebrating festivals, for example, Diwali and Chinese New Year. They learn about communicating with children with English as an additional language through talking to them in their home language using flash cards developed in partnership by their parents. Children behave well, share,

are motivated and responsive to staff. This is because staff offer clear explanations and encourage children to work as part of a group and take turns. Children tidy up after themselves and learn to recognise hazards, such as picking up a ball which has rolled near the entrance door by talking to staff. Good behaviour is promoted through praise and collecting stars, which they can then take home.

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	3
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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