

Hartford Pre-School

Inspection report for early years provision

Unique reference number	318685
Inspection date	24/11/2011
Inspector	Joanne Law

Setting address	Hartford Community Centre, Canterbury Road, Urmston, Manchester, Lancashire, M41 0RX
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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

Hartford Preschool was registered in 1999. It operates from Hartford Community centre in Davyhulme, Trafford. The setting serves the local area. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 9am until 12.15pm. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 40 children may attend the setting at any one time, all of whom, may be on the Early Years Register. There are currently 38 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for three- and four-year-olds and receives funding for two-year-old children.

The setting employs seven members of child care staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the setting. Staff make observations of children's achievements and use this information to plan appropriate activities to help them to progress. However, assessment and tracking of children is inconsistent. The setting keeps parents informed about what their children are doing and obtains information about their needs and routines. Satisfactory partnerships are developing between local schools and a local nursery, to ensure that the care needs of the children are met. Paperwork required for the effective care of the children is in place, however, records are inconsistent and do not ensure all legal requirements are fully met. The setting completes some self-evaluation of practice and is committed to improving and developing the service.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 02/12/2011
- keep records used to assess the suitability of those working in the setting and ensure these are available 05/12/2011

for inspection. These records must include the unique reference number of Criminal Records Bureau Disclosures and the date in which they were obtained for all practitioners (Suitable People)

- obtain information about who has legal contact with the child and who has parental responsibility, for every child. (Safeguarding and Welfare) 02/12/2011

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

- further develop the systems for self-evaluation to ensure consistent practice is implemented, with particular regard to the monitoring of children's progress and development
- extend the two-way flow of information with parents and between providers to involve them in children's continuous learning and development in order to promote continuity and progression
- increase opportunities for children to develop their skills in using a range of programmable toys and information and communication technology to support their learning.

The effectiveness of leadership and management of the early years provision

Satisfactory systems are in place to safeguard children. Staff have a good understanding and knowledge of the possible signs and symptoms of abuse and procedures to follow should they have a concern about a child. Recruitment procedures are satisfactory. Enhanced disclosures are in place; however, all records are not available for inspection. This impacts on the provider's ability to confirm the suitability of those adults working in the setting. This is a breach of requirements and management fail to meet safeguarding regulations. However, as staff do not work alone and the setting is run from two large open plan rooms, the way in which this impacts on staff's ability to keep children safe is minimal. Annual risk assessments are not in place, which is another breach of legal requirements and has the potential to put children at risk. However, there are daily checks of all areas, which ensures that hazards to children are kept to a minimum. The staff follow a good procedure for identifying and dealing with hazards and faulty equipment. There is a door bell to enter the setting, a visitor's record and close supervision of children at all times, to effectively reduce the risk of accidental injury and to safeguard children. There is a staff member on site with a current paediatric first aid certificate and consent forms from parents to obtain emergency medical treatment. This ensures that accidents can be addressed quickly and appropriately. Information about who has legal contact with the child and who has parental responsibility for the child is not obtained for all children. This is a breach of legal requirements.

The setting is generally well resourced with mostly child-sized furniture, some colourful displays and a range of play equipment, both inside and out. Children move confidently from one activity to another. This supports them making

independent choices about their play.

The systems in place for sharing information with parents are satisfactory. Information supplied by parents gives staff a basic knowledge of each child's background, needs and interests. Using a basic daily verbal exchange of information, parents are adequately informed of their child's progress and plans for learning. However, parents do not have any consultations with key staff to contribute to their child's learning journey, as a result, they are not fully involved in children's continuous learning. Partnerships with other providers are developing. There is a basic verbal exchange of information for children who attend two settings. Information that is exchanged generally relates to the care and welfare of children, with little emphasis on learning and development. This impacts on continuity and progression of children's learning and development. The manager demonstrates a suitable attitude towards developing the practice and is working closely with the local authority to identify areas for improvement. The recommendations raised at the last inspection have been satisfactorily completed and many areas have been improved to maximise children's enjoyment and learning.

There is a welcoming environment for all children, the setting have an effective equal opportunities policy. Staff demonstrate a good attitude towards ensuring that all children are included at the setting, for example, gathering words in other languages. A sufficient range of resources and planned activities, such as, celebrating Chinese New Year, helps to begin to raise children's awareness of diversity.

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

Children are making satisfactory progress in their learning and development as the staff have a good understanding of how children learn through play. Children enjoy an interesting range of activities which have links to the six areas of learning. A sufficient way of recording observations is in place and these are then used to inform planning to meet children's individual needs and interests. However, the assessment of children's learning and development is inconsistent. This impacts on the ability to make informed decisions about every child's progress and plan for next steps, to meet their learning and development needs. Children settle well in familiar surroundings where the staff are sensitive to their needs. Children demonstrate their independence as they move around the areas, selecting different toys and resources to play with. The good organisation of equipment and toys enables children to use the resources well and follow their curiosity as learners. There are defined areas available and spaces have been used to cater for the children's needs, such as, quiet areas and creative areas. Children's language development is well supported by the staff through positive interaction, singing rhymes and appropriate questioning. Children also enjoy sharing books. Problem solving, reasoning and numeracy is fostered well throughout the setting, for example, children count beads whilst threading, use numbers on socks and engage in measuring a worm. Children have limited access to electronic toys and

information technology, which results in them having less opportunity to acquire basic skills in operating simple equipment. Through everyday routines, children are developing a good understanding of the importance of effective personal hygiene practices. For example, when prompted they wash their hands at appropriate times and brush their teeth. Through generally nutritious snacks, the children are developing a satisfactory understanding of making healthy choices. The setting has recently taken part in a tooth brushing scheme. Opportunities for children to be active are generally good. They play outdoors which supports their healthy growth and physical development. They have access to equipment, such as, bats, balls, small sit-and-ride toys and large-scale equipment that encourages children to climb. In addition, through painting, drawing and malleable activities, the children are developing their dexterity and coordination skills. Children's awareness of people's differences is promoted as they are able to access a variety of resources and view posters and books to represent differences.

Children are learning to keep themselves safe through practical daily routines and they are reminded about following simple behaviour routines, such as, 'walk, don't run' and turn taking. Children practise evacuation procedures to further promote their understanding of safety. Their behaviour is generally good and praise is given for positive behaviour. As a result, they are developing good self-esteem and understand when they have done well.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 02/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 02/12/2011