

Holybourne Village Pre-School

Inspection report for early years provision

Unique reference number

509542

Inspection date

09/01/2012

Inspector

Judith Reed

Setting address

Village Hall, Church Lane, Holybourne, Alton, Hampshire,
GU34 4HD

Telephone number

01420 590556

Email

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 2012

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).

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

Holybourne Village Pre-School registered in 1983. It is a community pre-school managed by a committee of parents. The pre-school operates from a room in the village hall in Holybourne, near Alton in Hampshire. Children access an enclosed, outdoor, play area. The pre-school serves the local and wider community. It opens Monday to Friday, during school term times only. Sessions are from 9am to 12 noon and from 12 noon to 3pm. An optional lunch club is provided at midday. Children attend for a variety of sessions.

The pre-school is registered on the Early Years Register. It provides care for a maximum of 26 children aged from two years to the end of the early years age group. There are currently 28 children on roll aged from two to four years. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are five staff employed to work with the children. Of these, two hold relevant childcare qualifications and one is currently training for an appropriate qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and busy within the pre-school. Key staff are aware of each child's needs and suitably promote their learning and development. However, current planning is inconsistent and does not ensure children make sufficient progress across all areas of the Early Years Foundation Stage (EYFS). All personal documentation is in place for the children, however forms are not always signed as necessary and therefore required written consents are not in place. Staff are starting to take steps towards continuous development of the pre-school and receive support and training to make ongoing improvement

What steps need to be taken to improve provision further?

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

- ensure written parental permission is obtained, at the time of admission, to the seeking of any necessary emergency medical advice or treatment. (Safeguarding and promoting children's welfare)

31/01/2012

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

- extend positive attitudes to diversity and difference to help children learn to value different aspects of their own and other people's lives
- use ongoing observational assessments to inform planning for each child's continuing development through play-based activities.

The effectiveness of leadership and management of the early years provision

Children are soundly safeguarded as staff have a clear understanding of the procedures to follow if they have any concerns. A suitable safeguarding policy is in place and is available to parents. Appropriate recruitment and induction procedures are followed when employing new staff and all staff complete the required checks. Risk assessments are satisfactorily completed and reviewed regularly. Staff take appropriate measures to protect children. These include erecting a higher fence in the outside area and ensuring the outer door is locked when staff are busy in the main playroom. The present risk assessment also states that two members of staff will be outside with the children at all times. Most required documentation is in place to help ensure children's health and safety. However, records are not always signed by parents so staff do not hold required permissions to obtain emergency medical advice or treatment for all children. Partnership with parents is good and parents state that they are pleased with their children's progress. Parents are kept well informed about their children's development and achievements through regular meetings, as well as informal conversation. Informative notices and the policy folder are available to parents at all times. Staff build effective relationships with other early years providers to ensure consistency for the children. They share information, with permission from the parents, which supports children's ongoing development. Staff work with other professionals effectively and individual plans are used by pre-school staff to support children's learning and development.

A wide range of resources is available to children, both in and out of doors. Staff ensure all areas of learning are covered when arranging the equipment. Children help themselves and move around freely. Although equality and diversity are promoted through some resources, children do not see their home languages and cultures valued. Therefore, opportunities to enhance all children's understanding of diversity are limited. Children have the opportunity to learn French when a language teacher attends on one day each week.

Staff have a suitable approach to childcare and are committed to improving their knowledge through training and support for the local authority. A development plan is in place and the staff and committee are taking sound steps to implement improvements. The staff team are working together to evaluate the pre-school and set in place targets for ongoing development. Outcomes for children are satisfactory and improving.

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

Children are happy and suitably occupied with a range of activities and resources. Their learning and development is supported by the key people who know them and are soundly aware of their individual needs. Parents complete 'All about me' booklets when children commence attending, which help to set starting points for their learning journey. Staff make regular observations of children's activities and use these alongside photographs to assess their development. They do not currently set next steps or use these to plan activities to ensure children make consistent progress in the EYFS. Staff are suitably skilled at extending children's learning. For example, when children roll cars along the floor, staff ask, 'Which one goes furthest?' and invite children to predict the results. This introduces good problem solving, reasoning and numeracy and satisfactory knowledge and understanding of the world into the activity and extends children's learning. Children's creative development is soundly encouraged and their self-esteem is appropriately supported, for example, as their Christmas tree pictures are displayed in the hall. Children enjoy many opportunities for free painting, both inside and outside. They experience using a variety of tools, including sponges, fat and narrow brushes, chunky crayons and scissors, which provide satisfactory opportunities for developing small muscles.

Children are beginning to show an understanding about healthy lifestyles. They are suitably involved in helping to prepare snacks of fruit and vegetables. They ask to help staff peel and slice fruit and vegetables and discuss healthy eating options. Staff ensure all children wash their hands before having their snack and bring their own name cards to the table. Most children are enthusiastic to eat their snacks and have a drink of milk or water. Independence is encouraged at all times and they carefully serve themselves with spoons and pour their own drinks. Most children manage their own personal needs and, when necessary, nappy changes are carried out by key workers. Children enjoy opportunities to engage in indoor and outdoor physical activities. They clamber over an arch in the hall and some work out how to turn around to descend the other side. Tricycles and wheeled vehicles are frequently used in the outside, play area. Children demonstrate an appropriate range of physical skills.

Children soundly learn to behave in ways that are safe for themselves through suitable routines and instruction from staff. A road layout in the outside play area is used to help children learn about crossing roads and traffic rules. Children show that they feel safe because they approach key staff for support when needed. They also report to staff when they find items which may be dangerous, such as open paper clips. Children with special educational needs and/or disabilities are well supported by the special educational needs coordinator and the staff team. Staff work closely with the area inclusion officer to support all children. Children have a positive attitude towards learning and participation through the choice and range of activities available. They often take turns and help tidy away equipment at the end of the session. They are encouraged to share the toys and to respect them. Children are effectively helped to recognise their own unique qualities and characteristics when observing the colour of their own eyes in

a mirror.

Children well develop skills for their future lives. Their good ability to apply skills in communication, literacy, numeracy and ICT mean that they are effectively prepared for transition from the pre-school to school. Children frequently use the computers and operate them confidently. They choose games and activities and ask staff for support when required. Children use head phones and concentrate well to complete games. They also become familiar with cameras, as they handle and explore these before taking photographs.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
--	---

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	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

