

West Haddon Pre-School (LTD)

Inspection report for early years provision

Unique reference number

EY430408

Inspection date

13/01/2012

Inspector

Parm Sansoyer

Setting address

West Haddon Endowed Primary School, The Green, West
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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

West Haddon Pre-School was registered in 2011. It runs from a purpose built building in the grounds of West Haddon Endowed Primary School in West Haddon, Northampton. The pre-school was originally registered in 2001 and ran from the village hall. The pre-school serves the local and surrounding villages. There is an enclosed garden for outdoor play.

The pre-school is registered to care for a maximum of 26 children from two to eight years, although, currently they take children from two and a half years to five years. There are currently 33 children on roll, all of whom are in the early years age group. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early years education places. The pre-school supports children with special educational needs and/or disabilities.

The pre-school is open each weekday from 9am to 3pm during the school term. It employs seven staff. Of these, one holds a qualification at level 4 in early years and is working towards a qualification at level 5, three hold qualifications at level 3 in early years, one holds a qualification at level 2 in early years and two are unqualified, and of these one is working towards a qualification at level 3 in early years. 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.

Children are happy, content and comfortable within this clean, safe and bright environment and their individual care needs are met very well. The resources and teaching methods, which are mostly effective, help children make good progress in their learning and development. There are effective procedures in place to ensure all children are kept safe and all staff have a good understanding of safeguarding issues. Partnerships with parents and carers, the host school and other agencies are strong, and these contribute significantly towards ensuring that the needs of all children are well met. There are effective systems in place to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- plan more effectively for the learning needs of the older and more able children to further extend their learning in linking sounds and letters and problem solving, reasoning and numeracy
- provide increased activities and experiences which engage boys more fully in

mark making.

The effectiveness of leadership and management of the early years provision

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. A designated member of staff has clear management responsibility in relation to child protection and all staff are aware of this. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective recruitment and induction procedures in place to ensure adults caring for children or having unsupervised access to them are suitably vetted, qualified and experienced. All records, policies, procedures and risk assessments required for the safe and efficient management of the service and to meet the needs of all children are in place and are regularly reviewed.

The committee and person in charge have a clear understanding about the service they provide for children and their families and have a clear vision and overview of how to further improve the pre-school. The well established staff team are happy and work well together, collaboratively testing new ideas and questioning practice to help extend their knowledge. There is a strong commitment to bring about sustainable improvements and staff are motivated and supported well to further raise their skills and qualifications.

Staff plan a well organised educational programme which offers a broad range of experiences for children to demonstrate curiosity and explore at their own leisure. Adults are deployed well and in particular support younger and less able children very well to become involved and take part in new experiences. A good range of resources, especially indoors, captures the children's interests and imagination. Regular observations and assessment of what the children do and like are used effectively to support and extend their learning.

Partnerships with parents and carers are strong as staff discuss all aspects of their child's learning and development with them. They share regular information through daily discussions and written diaries, and parents are kept up to date about their children's progress and achievements through regular meetings. Parents contribute their views and suggestions, which help shape the service. Partnerships with the host school, local feeder schools, agencies and professionals are effectively established to help support transition, continuity of care and to meet the needs of children with special educational needs and/or disabilities.

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

Children's personal, social and emotional development is supported very well. All children develop close relationships which are warm and caring. Children develop

their confidence well as they busily move around their environment while deciding what to do. They show good levels of sustained interest in their chosen play. Children are well behaved and learn about sharing and taking turns and respond well to consistent reminders and directions from the staff.

Children's communication, language and literacy levels are building well. Children develop a keen interest in books because they are made easily accessible. In addition, daily story sessions and the use of visual aids and musical instruments develop their fondness for stories and singing. Staff have close relationships with the children and give them the time and space to talk and respond with interest. The environment indoors incorporates early writing skills well. For example, the arts and crafts and role play areas provide good opportunities for children to use an interesting range of writing materials, scissors and glue to make their own creations and to develop mark making. However, these areas are more popular with the girls, and boys do not always show a sustained interest in mark making. Many children begin to recognise their names, however, the older and more able children have fewer opportunities to link sounds and letters, to further extend their learning.

Children's knowledge and understanding of the world is supported well to help them make sense of the world. Children engage in a variety of good, first-hand experiences in which they learn about their natural environment. For example, they have been growing carrots, spring onions and herbs and learn how to care for them. Children care for the pre-school's guinea pigs and are involved in feeding, caring and handling them and regularly visit the sheep and donkeys in the adjacent field. Children have good opportunities to observe and predict, such as when they studied the lifecycle of frogs. Children show an increased confidence in using the computer and headphones to support their learning. Children have good opportunities to share their own cultures and learn about other lifestyles and customs through well planned themed activities. For example, they celebrate a variety of festivals, taste a variety of foods and listen and dance to themed music.

Children seek patterns, count, sort and match through using a varied range of construction toys, puzzles and games. Staff use the daily routine such as snack time and children's play to encourage children to count, recognise numerals and consider early calculation. However, older and more able children have fewer opportunities to consider concepts such as weight, capacity and measures through practical experiences to further extend their learning. Children's creativity is supported very well. Children are provided with a broad range of opportunities to explore their ideas, thoughts and feelings through art, music, movement, dance, and imaginative role play resources. Children have good opportunities to explore colour, texture, shape and form and respond well to what they see, hear, smell, touch and feel.

Children have a good understanding of how to stay safe through themed activities and visitors, such as the police. The extent to which children adopt healthy lifestyles is good. Children benefit from a healthy snack and learn how to make healthy choices from their lunchboxes. Staff and children follow effective hygiene practices to prevent the spread of infection. Children benefit from the access to the outdoor play area and benefit from using the school hall, field and a weekly dance

and movement session to test and extend their physical skills. Children become active and inquisitive learners, which contributes well to helping them develop good skills for the future.

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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