

Harthill Pre-School

Inspection report for early years provision

Unique reference number 303235
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Inspector Angie Ellis

Setting address Harthill Junior and Infant School, Pre-School Unit, Union Street, Harthill, Sheffield, South Yorkshire, S26 7YH
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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.

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Description of the setting

Harthill Pre-School registered in 1998 and is a voluntary organisation, managed by a committee of parents. It operates from a self-contained unit in the grounds of Harthill Primary School, in the village of Harthill, on the outskirts of the borough of Rotherham. There is a secure outdoor play area. Children attend for a variety of sessions from the local and surrounding area and has strong links with the school. The setting is open Mondays to Fridays, school term time only from 9am to 12noon and 12.10pm to 3.10pm.

The setting is registered on the Early Years Register. A maximum of 20 children may attend the setting at any one time. There are currently 35 children attending who are within the early years age range. The pre-school provides funded early education for three- and four-year-olds.

The setting employs three full-time and three part-time members of childcare staff. Of these, five hold appropriate early years qualifications. Two staff members are qualified to level 5 and three to level 3. The setting receives support from the local authority and works closely with the Foundation Stage teacher in the attached school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Every child and their family is warmly welcomed and supported in this stimulating environment and as a result, a fully inclusive service is offered. A well-developed knowledge of each child's needs by their key person makes sure that they successfully promote children's welfare and learning. This means that children make good progress in their learning and development. Very positive relationships with parents are established and they are actively encouraged to be involved in their child's learning. The pre-school has close connections with the main school and generally good liaison with most providers of other settings children also attend or are about to move on to. The staff team actively reflects on and evaluates their practice, demonstrating effectively their commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- organise resources and materials, such as role play outfits, so that children can make their own choices to express their ideas
- improve the evidence gathered of children's achievements by including things that children have made or drawn
- improve the consistency between each key person in how the information

shared from parents and with other settings the children attend delivering the Early Years Foundation Stage, such as childminders; is used to promote continuity and support individual children's learning and progression.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their responsibilities towards safeguarding children because staff have completed up-to-date training. Therefore, children are very well protected within the setting. Rigorous recruitment processes ensure that staff are vetted appropriately and records detail all the required information about their Criminal Records Bureau (CRB) disclosures. A full and effective risk assessment is regularly carried out to minimise the risks to children within the setting. As a result, children play in a safe and secure environment.

The effectiveness with which the setting deploys resources, overall is good. Staff are well deployed and space is generally used well. However, the role play dressing-up outfits are not displayed on view. This means that children cannot easily make their own choices within this aspect to express their ideas as part of the continuous provision as they can do within other areas of play. The setting has steps in place to ensure resources and the environment is sustainable. For example, children use recycled household packaging creatively to make models and they learn how to grow vegetables and plants in the outdoor area. There is a well-qualified, highly experienced, stable staff team that work well together to provide a strong, good quality service. They demonstrate enthusiasm and a commitment to continued professional development. They keep up-to-date with current childcare practice through training, reading relevant publications and through links with the local authority to discuss current practice and emerging issues. The setting demonstrates effective ambition, vision and drive to maintain continuous improvement. The main focus is to develop the stay and play sessions, to build bonds with the local community, implement guidance from training for settling-in new children and complete the healthy foundations award. There are very good systems in place for self-evaluation and monitoring of the setting. This involves the staff team, as well as seeking the views from parents, children and using feedback from the outreach teacher. Recommendations from the last inspection have been successfully implemented.

Overall, the setting meets the individual needs of children well, irrespective of background or ability. They do this by developing positive relationships with parents and children and this contributes to inclusion, meeting children's needs and providing continuity of care. There is a welcoming atmosphere and friendly exchanges are observed between staff, parents and carers. Information is exchanged regularly regarding the children's current interests, developmental abilities and personal needs. Parents are given lots of information on how to extend their children's learning at home and their views are frequently sought and their feedback is valued. Parents highly praise the setting to the inspector for the quality of service that their children receive. They particularly enjoy the 'Stay and Play' days where parents and carers can participate in activities alongside their child and staff are able to model good practice.

Partnerships with other early years providers are generally good. For example, transition arrangements with the local school include an excellent induction programme for the transition to run smoothly for children and parents. They have regular meetings and plan for the shared outdoor area, as well as exchange information about children's progress. However, the exchange of information with other settings delivering the Early Years Foundation Stage that children attend, such as childminders is less as effective. In addition, there is some inconsistency between key persons in how they record and use information from parents and carers. This means that the continuity and support of children's individual learning and progression within this is aspect of partnership working is less effective than all the other good aspects.

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

Overall, staff have a very good understanding of the learning and development and welfare requirements, which contributes to them promoting children's welfare and learning well. Children make good progress in their learning in relation to their capabilities and starting points. Key staff glean information from parents at the start of the child's time at the setting and observe them to find out what they know, can do and enjoy when they start. This forms the basis for an ongoing assessment and also includes photographs of the children and things they have made. However, there is less evidence kept of things children have drawn or written to contribute to the assessment records and show how children have made progress in this area. Observations are matched to the areas of learning and the next step of learning for individual children is identified within the assessment to inform plans.

Staff have developed good relationships with the children through interacting with them and being involved in their play, which contributes to meeting their needs well. There is generally good planning for play and exploration both inside and outdoors, with a balance of adult-led and child-initiated activities and spontaneous events that result in children being creative and active learners. Effective teaching methods are used, such as asking children open-ended questions, which challenge their thinking and support them in becoming active learners. Children's progress in communicating, literacy, numeracy and information and communication technology is developing well, so that they are equipped with the skills they need, in order to secure future learning. For example, children are confident to initiate conversation and explain what they are doing. They learn to recognise, colour, numbers and shapes during their play, as well as developing skills in numeracy, problem solving in games, jigsaw puzzles and counting in daily routines.

Children develop their knowledge and understanding of the world well in many ways. For example, in their visits within the local community, such as to the local pond, where they learn about the seasons and wildlife. Also through the use of computers and programmable toys and designing and making things in the craft area. The children are learning well about diversity and the world in which they

live. For example, children have access to a good selection of resources, activities and experiences, which enable them to learn about their own cultures and beliefs and those of other people.

Children have a balance between freedom and safe limits and have the confidence to take risks and try out new skills. For example, children learn to build large constructions with the wooden blocks in the outdoor area safely. Children's healthy lifestyles and growing independence are supported well in many aspects. They learn about the benefits of physical exercise, fresh air and eating healthily. Children enjoy outdoor play where they have access to a wide selection of good quality resources. Some children use their imagination to build a road block using bricks and cones. Others enjoy pedalling the tractor and the trailers, negotiating the slopes and corners of the track. Overall, Children are offered a balance of nutritious snacks that are freshly made. On the day, some children enjoyed decorating and eating biscuits. Children can choose their own cutlery, pour their own drinks and clear away afterwards.

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

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