

Hersden Under 5's Project

Inspection report for early years provision

Unique reference number	127242
Inspection date	13/03/2012
Inspector	David Thomas Hatchett
Setting address	Hersden Under 5's Centre, Shaftesbury Road, Hersden, Canterbury, Kent, CT3 4HS
Telephone number	01227 713120
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

Hersden Under 5's is a pre-school that has been registered since 1999 and is managed by a committee. The pre-school occupies purpose built facilities, within the grounds of Hersden Primary School near Canterbury in Kent, and has access to the host school's playground and playing fields. The setting is registered on the Early Years Register to provide up to 24 places for children aged from two to under five years. It operates five days a week during term time only. Sessions are from 9am until 3pm. There are currently 32 children on roll, all of whom are in the Early Years age range. Of these 28 children aged two, three and four receive funding for free early years education. The setting currently supports a number of children with special educational needs and/or disabilities and English as an additional language. The setting employs eight members of staff, of whom seven staff, including the manager hold appropriate early years qualifications to National Vocational Qualification levels 2 and 3. The manager also holds Early Years Professional Status, and the supervisor is currently working towards a foundation degree in early years education. One member of staff is currently working towards a recognised early years qualification. The setting has recently achieved the Eco School Early Years Silver Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Hersden Under 5's Pre-school is a good setting that provides well for its children. There are several outstanding aspects to its work, for example the setting's promotion of healthy lifestyles and the children's positive contribution. Most children make good progress overall across all areas of learning because of focused, tailored activities, adult input and their very good knowledge of the children. Safeguarding is satisfactory overall because although good in many aspects, it requires further development. Good leadership and management has ensured that the recommendations from the last inspection have been addressed fully, and, coupled with generally good self-evaluation, means that the setting has good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- develop aspects of safeguarding further by including the indoor areas and equipment on regular risk assessment checks which are dated and initialed, reviewing the accessibility of the outdoor area, improving the consistency of recruitment records and recording the time taken to evacuate the premises during fire drill practices
- develop self-evaluation further, to include evaluative comments which

exemplify and support the judgements made, and identify the next steps for improvement.

The effectiveness of leadership and management of the early years provision

Leaders and managers give safeguarding a high priority in the setting, and all adults working with children have a good knowledge of child protection procedures. The setting manager, as designated person, has received recent and appropriate training, and has ensured that this has been cascaded to staff so that all are aware. A comprehensive safeguarding policy also supports this work. Although good overall, some aspects of safeguarding require further development. For example, regular risk assessments are currently only recorded for the outdoor areas of the setting so potential dangers are not always sufficiently identified. The setting carries out regular fire evacuation practices and records lessons learned, but does not record the length of time it takes to evacuate. This makes it difficult to monitor any improvements in evacuating the premises. Staff vetting checks are carried out soundly, and Criminal Records Bureau (CRB) disclosures are sought and recorded for all staff and regular visitors; however the process for requesting, recording and storing references during the staff recruitment process is inconsistent which may result in limited overview of candidates' suitability.

Leadership and management are good overall and there is a common sense of purpose between adults who ensure that all groups of children have the opportunity to achieve as well as they can. A very capable and enthusiastic setting manager, ably supported by a supervisor and deputy supervisor, have high expectations and set high standards which are embedded across all areas of practice. Rigorous monitoring and analysis by the setting manager has resulted in a very well-targeted development plan. Leaders and managers are extremely successful in inspiring the staff team to work towards ambitious targets. Swift action was taken to successfully address all recommendations from the previous inspection. Self-evaluation documentation, however, is detailed and highlights appropriate priorities, but is too descriptive, areas for improvement are not always sufficiently clear and some of the judgements too generous.

Equality and diversity are promoted extremely well within the setting, and all children are treated equally, irrespective of individual differences and enabled to participate and find success in their activities. Staff promote positive role models, and excellent use is made of resources which show a wide range of faiths, cultures and backgrounds. Children enjoy celebrating a range of festivals from around the world, for example Holi and Chinese New Year.

Resources are good overall, fit for purpose and support children's learning and development well. The environment, both indoors and outdoors, is stimulating, conducive to learning and well cared for. The manager is taking a number of steps to ensure that resources and the environment are sustainable, for example an effective 'eco-buddies' scheme and the recent Eco School award, demonstrating the setting's commitment to, and promotion of, sustainability.

The setting has established good partnerships with external agencies where appropriate, and has good engagement with parents and carers. The setting has positive relationships with most parents and carers, and whilst they are regularly

asked for their views informally, the setting has yet to implement a systematic and formalised method of recording parent and carers' views, in order to inform important decisions about the provision. Nevertheless, parents and carers are kept up to date about their children's achievement, well being and development through key workers.

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

Tracking data and records held by the setting show that most children make good progress relative to their starting points; this is because of good provision. The setting's outstanding promotion of equality and diversity impacts well on children's positive contribution, self-esteem and personal development. Children recently enjoyed celebrating Chinese New Year by creating a series of Chinese hats from a range of materials, as well as writing some basic messages in Chinese script. Observations and assessments are used very well by staff on an ongoing basis, and feed into both formal assessments and tracking and subsequent planning of activities. As a result, staff have an accurate understanding of children's current achievement, their progress, and what activities are needed to build on their development.

Activities are also evaluated fully to inform children's assessments and next steps in learning, which together ensure that children receive the exact support that they need.

Activities and learning experiences are planned well, differentiated and suitably linked to the areas of learning and Every Child Matters (ECM) outcomes. For example, children were observed developing their personal, social and emotional skills whilst in the outdoor area exploring the earth, ground and finding out what insects and minibeasts may live underneath certain items. The setting's two rabbits and goldfish are also exploited well to develop children's communication, language and literacy skills, for example when describing these to others.

In all activities, adults probe children's understanding and natural curiosity for learning through prompting and questioning, for example when they use the 'tools' in the construction area, or the role play resources in the home corner. Adults value children's responses and contributions and make them feel a valued part of the group, which impacts positively on their confidence, motivation and self-esteem, for example in a mark making activity, and when making Mother's Day cards. The impact of the adults' input can be seen in the good progress that most children make whilst at the setting, as confirmed by longer term tracking and assessment data held by the setting manager. Children's 'learning journals' are rich in information on children's progress and development, and demonstrate an exciting array of engaging activities over time, which foster their enjoyment and promote achievement.

Provision across all ECM outcomes is at least good. Staff help children to have a good understanding of how to keep safe and give them many opportunities to make informed decision for themselves. This results in children feeling confident and safe. The setting promotes healthy lifestyles outstandingly well, and as a

result, children show an excellent understanding of healthy eating, for example when they made very healthy choices themselves during lunchtime, independent of adults. Children quickly gain a secure understanding about the importance of regular exercise. Children's outstanding positive contribution is shown through their strong sense of security and belonging within the setting. They are confident, settle well, develop excellent relationships with adults and their peers, and display high levels of confidence and self-esteem. Their behaviour is mostly excellent, and they co-operate well with their peers during group activities. As a result of the good provision, children leave the setting well-prepared for the next stage of education.

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	3
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
--	---

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	1
The extent to which children make a positive contribution	1
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

