

Hayling Community Pre-School

Inspection report for early years provision

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Inspector

Bryan Meyer

Setting address

Mengham Infant School, St Mary's Road, Hayling Island,
Hampshire, PO11 9DD

Telephone number

023 9246 6222

Email

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*.

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Description of the setting

Hayling Community Pre-School has been registered since 1985. It is a committee run pre-school and operates from a classroom in Mengham Infant School on Hayling Island, Hampshire. The pre-school serves families from the local community. A maximum of 26 children may attend at any one time. The pre-school is open from 9.30am to 12pm and 1pm to 3.30pm in term time. It offers a flexible 9am start and a lunch time session from 12pm to 1pm. Children attend for a variety of sessions. There are currently 63 children on roll. Of these 29 three year olds and 29 four year olds receive funding for nursery education. The pre-school can support a number of children with special educational needs and/or disabilities. The committee employs a qualified manager to be responsible for the day to day running of the pre-school and an administration officer. There are 13 members of staff of which 11 deliver the EYFS: one holds National Vocational Qualifications (NVQ) at level 5, one holds NVQ at level 4, six hold NVQ at level 3 and three hold NVQ at level 2. The pre-school receives support visits from Children's Links. This provider is on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Hayling Community Pre-School provides good quality experiences with many outstanding aspects. This well-led, vibrant setting is friendly and welcoming to all users and buzzing with activity. Parents and carers praise the quality of services provided, particularly the high priority given to the children's welfare so that they feel contented, healthy and safe. The early years curriculum encourages good learning which promotes children's independence and leads to good progress. Self-evaluation is developing and has led to improvements in provision, although this is not rigorous enough in judging the impact of the pre-school's work. Since its last inspection, the pre-school has improved the learning environment and developed robust systems for assessment, planning, sharing of learning and liaison with families, all of which demonstrates a good capacity to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop greater rigour in self-evaluation and planning to ensure that the setting has a clear development plan to help improve outcomes for every child

The effectiveness of leadership and management of the early years provision

The leadership and management of the pre-school is good with some outstanding aspects. Safeguarding policies and procedures are outstanding. The vetting of all adults and volunteers is thorough and documentation is secure. Parents and carers are totally confident in the rigorous care and support for their children. Staff training in safeguarding is exceptional. Risk assessments are carried out regularly. Health and safety records, fire drills and minor accidents are meticulously recorded. Children are attached to their key persons although all adults are responsible for children's welfare, learning and development. The focus on safety ensures children have excellent awareness of how to keep themselves safe. Equality and diversity are central to the inclusion ethos. This is a highly inclusive setting where all children have equal access to all the equipment and activities and none miss out on any aspect of learning. The pre-school celebrates a wide variety of festivals and promotes harmony between children from different ethnic backgrounds. All groups of learners make at least good progress. Excellent two-way links with the host school enrich children's experiences, for example, through using the school grounds and hall. The pre-school provides outstanding support for children with special educational needs and/or disabilities, so that they all make at least good progress. Highly effective partnerships with external agencies contribute to the professional and robust provision for these children.

Good management, modelling, enthusiasm and commitment to delivering the best for children are integral to the pre-school's success. Staff training is effective and helps to keep the whole team up-to-date, involved in individual planning and meeting the needs of the children. Parents and carers are fully involved from the time they fill in the enrolment forms and know their comments count. Staff morale is high because of the excellent support they receive from the management of the setting and the overwhelming support and satisfaction of parents and carers. The setting has comprehensive, well-monitored policies. The team is always looking to improve planning and this results in all the children being set next steps in learning based around their individual interests. Self-evaluation processes are developing but currently do not include clear strategic planning to show how outcomes for children will improve.

Hayling Pre-School has excellent relationships with its parents and carers, which are evident in both their comments and written views. Parents and carers praise the setting because of the professional attention to children's welfare. As one parent commented, 'This is a fantastic setting for my children, my older children came here and so did I'

Well organised, attractive and wide-ranging resources promote children's investigational skills and stimulate learning in all areas. Outdoor learning is well developed and all the staff are skilled in their abilities to ask the right questions, knowing when to stand back and when to intervene. Responses to recommendations from the previous inspection are complete and have resulted in improvements in information for parents and carers about curriculum coverage.

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

Children arrive excited and quickly become engaged in a good range of activities. The pace of learning is good and children use their imagination to develop their play. There is a good balance between independent and adult-led play. Staff work well together to provide challenge in children's social and academic development and as a result children's progress is good.

Children feel extremely happy and safe and grow in confidence. Staff have high expectations and behaviour is usually extremely good. Children know about safety rules and routines and can explain what is safe and what could be dangerous and most importantly what they would do when there was a danger. The pre-school is a harmonious place where children from different backgrounds play happily together. Children form trusting relationships with all the adults in the setting and know they always have someone to go to if they are concerned.

Physical activity is very important and integral to the setting and there is constant challenge. Children have considerable understanding of healthy lifestyles. Snack times are fun. Children have a structured snack routine, emphasising good manners and hygiene routines, such as hand-washing. These good social occasions help children put their excellent knowledge of healthy eating into practice. The outdoor space provides physical challenge and a chance to take turns and share. All the children are very keen to play outside on the vehicles and practise safety and skills. Free-flow between indoors and outside works well and good systems are in place to ensure that staff respond to the children's' needs quickly and enthusiastically.

During the inspection there were many examples of children's positive attitudes to learning and willingness to cooperate and be responsible. For example, when observing the chickens one child was constantly asking the adults to be quiet as an egg was imminent. Sure enough, twenty minutes later an egg was provided, followed by another. The afternoon storytelling and singing session was exceptional and much enjoyed. The children sat in a circle and a tame chicken wandered around looking at them while various chicken-themed activities unfolded.

Careful planning to meet individual needs ensures that children with special educational needs and/or disabilities have equal access to challenging activities, resources and staff support. Equality and diversity are celebrated in this very inclusive ethos. Children with particular interests have their skills and knowledge extended to help them to develop these across all areas of learning.

Staff use assessments well to help produce plans for children's next steps in learning. Overall children are making good progress in developing skills for the future. Comprehensive planning ensures that children have a variety of experiences across all areas of learning, which has a positive impact on their confidence, and personal development. Reading, writing, numeracy and technology skills are well developed and the children rise to the challenge and particularly enjoy their computer sessions.

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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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

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