

# Hardwick Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	221797
<b>Inspection date</b>	20/03/2012
<b>Inspector</b>	Janet Keeling

<b>Setting address</b>	Hardwick Primary School, Limes Road, Hardwick, Cambridge, CB23 7RE
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<b>Type of setting</b>	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**

Hardwick Pre-School opened in 1982 and re-registered in 1992. It is run by a voluntary management committee. In 2008 the pre-school moved from a classroom to a purpose-built mobile classroom within the grounds of Hardwick Primary School in the village of Hardwick, Cambridgeshire. Children have access to an enclosed, outdoor play area and to the school playing fields. The pre-school serves children and families from the local and surrounding areas.

A maximum of 26 children from two years to under eight years may attend the pre-school at any one time. There are currently 37 children on roll, of whom, 37 are within the early years age group. The pre-school opens Monday to Friday from 9.15am to 3.15pm during school term time only. Children attend for a variety of sessions.

The pre-school has procedures in place to support children with special educational needs and/or disabilities, and is able to support children who speak English as an additional language. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 10 members of staff who work directly with the children. Of these, one holds a BA (Hons) in Early Years at level 6, six hold National Vocational Qualifications (NVQs) at level 3, and one holds a NVQ at level 2. The pre-school receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children blossom at this truly vibrant and welcoming pre-school. Staff are exceptionally focused and confident in the delivery of the Early Years Foundation Stage framework, and as a result, children make excellent progress in their learning. Staff provide an inclusive service where the uniqueness of every child is successfully recognised and celebrated. Highly effective partnerships with parents and other agencies ensure each child's care and education is supported and tailored to their individual needs. The pre-school is led and managed by a dedicated and highly motivated manager. All staff embrace the process of self-evaluation and demonstrate an excellent commitment and ability towards the sustained and continuous improvement of the pre-school.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- improving arrangements for the storage of children's lunch boxes.

## **The effectiveness of leadership and management of the early years provision**

The protection of children is embedded in all aspects of pre-school life. Comprehensive policies and procedures are implemented consistently and robustly to ensure the safe and effective running of the pre-school. For example, rigorous recruitment and vetting procedures are in place to ensure that adults working with the children are suitable to do so. All staff have an excellent understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Staff are vigilant about the safe arrival and collection of children and routinely verify the identity of all visitors. Detailed risk assessments and daily visual checks are completed, and as a result potential hazards to children are fully minimised. The learning environment is exceptionally well organised, bright and welcoming. Staff are deployed successfully at all times. Good quality resources and equipment are clearly labelled and allow children easy access, and as a result, children freely make choices about their own learning and play. Outstanding outcomes for children are attributed to the excellent use of time, space and resources.

The pre-school is exceptionally well led and managed by a dedicated and highly motivated manager who, together with the staff team, strives to attain outstanding levels of care and education for all children. They embrace the process of self-evaluation and set high standards which are embedded across all areas of practice. Methods to promote equality and diversity thread through the work of the pre-school, and as a result, children are unquestionably integrated into pre-school life. Staff are fully committed towards continuing their own professional development and regularly attend relevant training courses to further develop their knowledge and skills. Consequently, children's care and well-being are further enhanced. Planning meetings, daily briefing sessions and staff meetings all contribute to the excellent levels of communication between staff. The pre-school have highly effective transitional procedures in place to support those children who will be attending school in the Autumn term. Excellent partnerships have also been established with other agencies and with other providers of the Early Years Foundation Stage framework, ensuring that children's needs are consistently met.

Partnerships with parents and carers are outstanding. Staff demonstrate an exceptional commitment to working in partnership with parents and provide excellent opportunities for parents to become involved in the life of the pre-school. They are invited to take an active role on the committee, become a parent volunteer and support the pre-school's fundraising events. Staff dedicate time getting to know children and their families. This is achieved through the effective settling-in procedures, the excellent key person system and informal discussions each day. Parents access a wealth of information regarding the pre-school through the use of a parents' notice board, regular newsletters and through the daily white board which displays information about the day's activities. Parents value the work of the pre-school and expressed excellent views during the inspection. Comments included, 'staff are fantastic', 'children engage in a wonderful range of activities' and 'this is a very impressive and very well-organised pre-school'.

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

Children thrive at this vibrant and inspiring pre-school. The learning environment is bright, child-friendly and actively supports children's learning and development. Children have excellent opportunities to make choices about their own learning and play as they freely access a wide range of exciting activities and good quality resources. There is an excellent balance of adult-led and child-initiated activities that result in children being active learners, creative and able to think critically. All children are valued and treated with equal concern with any specific requirements being sensitively met through discussion with parents and other professionals. Staff have an exceptional knowledge of children's individual needs as they observe and record information about their learning on a daily basis. Information gained is evaluated and is used to effectively inform planning. Children's learning is meticulously documented in their individual profile book. They contain both written and photographic information of a child's learning and achievements, and examples of their own work. Children's profile's are shared with parents during parent consultation evenings and are available for them to see at any time.

Children are interested and excited in what they are doing and have lots of fun. For example, there is enormous excitement as children hunt for treasure in the sand tray and when they find the hidden items they chuckle with delight. Their personal, social and emotional development is inspiring. They have developed a true sense of identity and have formed wonderful relationships with their peers and staff. They respond to the feelings and wishes of others, play in harmony and take pride in their own achievements. Children develop skills needed for speaking, listening, reading and writing. They share their ideas confidently as they participate in activities and as they enjoy group time with their key person. Resources, such as name cards, displays and labels, are used effectively to help children recognise their names and familiar words. Children's understanding of mathematical language and their awareness of simple addition and subtraction are supported exceptionally well as staff skilfully use play activities and everyday routines to reinforce them. They access a wide range of programmable equipment which they skilfully use in order to support their learning, such as a computer, printer and an interactive white board. Children have excellent opportunities to explore their natural environment. For example, they engage in nature walks, talk about the different seasons, plant strawberries and herbs and talk about the importance of the sun and water in the growing process. They enjoy singing and exploring a range of musical instruments. There is great excitement as the children confidently use sign language and tunefully sing 'There's a Worm at the Bottom of the Garden' and 'Little Green Frog'. Children's physical development is superbly supported. They skilfully pedal bikes, throw and catch balls and enjoy weekly gym sessions in the school hall where they extend skills such as balancing, hopping and jumping. Children also benefit from planned visits into the local community. For example, they post letters at the village post office, observe animals at the local pet store and thoroughly enjoy the challenges of climbing trees and playing on the fixed play equipment in the community park. In addition, children engage in outings to places such as Thurleigh Farm, Linton Zoo and Shepreth Wildlife Park.

Children have excellent opportunities to take responsibility for their own safety by playing in a safe and supportive environment. They understand how to evacuate the premises in an emergency and are gently reminded how to use equipment safely while playing. They are actively and consistently praised by staff for their efforts and achievements, and as a result, their confidence and self-esteem is carefully fostered. Children are polite, exceptionally well behaved and have learned the simple rules of working and playing happily with others. They have an excellent understanding of personal hygiene and develop good habits, such as hand washing before snacks and meals. They develop a significant understanding of healthy eating through topic work, ongoing discussion with staff and through accessing healthy snacks each day. At lunch time children bring in their own packed lunches, however, current procedures for the storage of lunch boxes are being reviewed. Children develop an understanding of the wider world as they access a range of resources that are representative of diversity, celebrate festivals throughout the year and as they welcome visitors from the Police and Fire service. Overall, children successfully demonstrate that they are acquiring excellent skills that will help and support them as they move into full-time 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1

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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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