

Hawley Pre - School

Inspection report for early years provision

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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*.

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Description of the setting

Hawley Pre-School was first registered in 1989 and re-registered when it moved to its current premises in 2011. It operates from Holy Trinity Church Hall in Blackwater, near Camberley, Surrey. Children have access to a large hall, toilet facilities and an outside garden area. The group opens five days a week during school term times. Sessions are from 9am until 3pm on Monday, Wednesday and Friday and from 9am until 12noon Tuesday and Thursday.

The pre-school is registered on the Early Years Register to care for a maximum of 32 children in the early years age group. There are currently 50 children on roll. The pre-school receives funding for free education sessions for three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are nine part-time staff working with the children. Of these, five have level 3 qualifications and two have level 4. The supervisor has a level 7 qualification and Early Years Professional Status. One member of staff is currently studying for a Foundation Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming environment where the staffing team recognise, support and value each child as an individual. They make good progress in their learning and development, which is generally well planned for. Overall, children's behaviour is generally well supported. Strong links with parents and other professionals enable a child centred approach to care and learning. The setting has a strong capacity to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review the behaviour management strategies to fully support children's developing understanding of boundaries and behavioural expectations
- develop fully the plans for alternative energetic play indoors during inclement weather.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding children. This is secured by regular training to enable staff to be proficient in dealing with any concerns that they may have. There are robust recruitment and vetting procedures in place to check the suitability of adults who have contact with the children. Thorough risk assessments are in place for all aspects of the provision. Staff undertake daily recorded checks when setting up the environment. This enables them to identify any potential hazards before children arrive. All regulatory documentation is in place and well maintained.

The setting has a strong commitment towards continuous improvement. This is well supported by the ongoing improvement plan and self-evaluation process. Management have effectively addressed the recommendations from the last inspection. This secures the setting's commitment to maintaining continuous improvement. Input from parents is encouraged through the use of periodic questionnaires and a well placed suggestion box. This provides valuable information for staff, allowing them to evaluate the effectiveness of the setting and levels of customer satisfaction. Children are cared for by a well established staff team, who show a passion and dedication for the service they provide. Staff continually look for creative ways to enhance children's enjoyment of learning, and work hard to create a stimulating learning environment for them to enjoy. For example, creating a stimulating outdoor play environment. The professional development of the staffing team is supported through the use of an appraisal system, which provides opportunities to celebrate individual strengths and plan for additional support through access to training programmes.

Space and resources are organised effectively, enabling children to thrive in a nurturing atmosphere. The setting provides an inclusive environment, where children are valued as individuals. There are effective systems in place to support children with special educational needs and/or disabilities. The staff are pro-active in accessing support and working alongside other agencies to fully secure children's individual needs. The setting fully supports children and families for whom English is an additional language, enabling them to feel integrated and enjoy a sense of belonging. Children have good opportunities to respect diversity by celebrating festivals from different cultural traditions as well as their own. In addition, their understanding of diversity is well supported by activities, resources and displays of positive images, which can be seen throughout the setting.

Partnerships with parents are well fostered. Parents speak very positively about the setting. Daily feedback enables parents to be kept fully informed as to their child's routines, activities and achievements of the day. Parents have access to a good range of information, enabling them to keep well informed about all aspects of the setting. Parents are encouraged to be actively involved in supporting their children's learning. They have access to learning journals which they discuss with key person. In addition, they make full use of the library scheme, which promotes a collaborative approach between home and the setting. Staff work well with other early years providers and carers to share information, which enables a joint

approach to children's continuing development.

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

The setting is a happy and welcoming place for children to spend time, which enables them to make generally good progress in their learning. They experience a good range of exciting and stimulating activities which meet their interests and support their developmental needs. Children are secure in their surroundings and are aware of their daily routines. For example, they help to tidy away at the end of the session and serve themselves at snack time. The environment alongside the good quality resources is generally well organised, enabling children to follow their own interests and develop their curiosity. However, full consideration has not been given to providing children with energetic play experiences indoors, during periods of inclement weather. Children show enthusiasm in all that they do and enjoy the support and company of the staffing team and other children. They benefit from a well-balanced programme of adult-led and child-initiated activities that result in children being creative and active learners. Staff interact positively with the children and provide support and guidance as they play, to enable them to gain the most from their learning experiences.

Staff show a good understanding of the Early Years Foundation Stage and of how young children learn through first hand experiences and play. The effective use of observation and assessment enables staff to systemically plan for children's next steps. This is fully supported by a programme of activities, which are fully reflective of children's changing development needs. Overall, children behave well. They are reminded of the 'golden rules' at the start of each session, which helps to develop their understanding of the need to work together. However, the energetic play of some children occasionally disturbs the play of others, which is not always responded to quickly enough by staff.

Children develop a keen understanding of the importance of good health. They enjoy a range of healthy fruit options at snack time, which they independently select. Parents are actively encouraged to support the provision of healthy options in lunch boxes. Children develop good personal hygiene routines, as they independently wash their hands prior to eating their snacks and after visiting the toilet. Children have the confidence to seek support from the staffing team as required; this shows that they feel safe and are confident to confide and seek support from adults. Children's awareness of their own personal safety is developed well, through the provision of practical experiences. For example, as they learn to use scissors safely and participate in regular evacuation procedures.

Outdoor play experiences are seen as an extension to children's learning, and they actively use this space alongside their indoor activities. They develop their physical skills as they use equipment, such as bikes, cars and scooters. Their enjoyment of outdoors is further enhanced as they participate in growing a selection of flowers and vegetables, which develops their understanding of a sustainable lifestyle. Children enjoy a varied programme of activities which provides support in

developing their skills for the future. Children are actively encouraged to develop their mark-making skills, as they spontaneously seek pens to write their names on their work and make signs. Children have access to a cosy and welcoming book corner, which supports their developing use of books. This is further enhanced as children participate in adult-led activities associated with well known stories. They enjoy using a range of mathematical equipment, which enables them to develop their use of number and other mathematical concepts through games, activities and their daily routines. Children's creative flair is enhanced, as they use a range of creative media. For example, using a range of small tools, they mould and manipulate modelling dough into shapes, and enjoy painting pasta tubes in readiness for threading onto string to make necklaces. Children thoroughly enjoy playing together within the home corner, using the dressing up clothes and acting out scenarios.

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	3
The extent to which children develop skills for the future	2

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