

# Hutton Pre-School

Inspection report for early years provision

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**Unique reference number**

EY438760

**Inspection date**

10/05/2012

**Inspector**

Patricia Champion

**Setting address**

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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

Hutton Pre-school is run by a limited company. It was established in 1999 and opened in new premises in 2012. The pre-school operates from a community hall within the grounds of Willowbrook Primary School in Hutton, Essex. All children share access to a secure, enclosed, outdoor play area. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 9am until 12 noon every morning and from 12.15pm to 3pm on Monday, Wednesday and Friday.

There are currently 55 children aged from two- to five-years on roll. Children aged three- and four-years receive funding for early education. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. It supports a small number of children who have special educational needs and/or disabilities. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs eleven staff, of whom eight of the staff, including the managers, hold appropriate early years qualifications. There is one member of staff that holds Early Years Professional Status and there are two staff working towards early years qualifications. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are fully aware of children's individual needs, interests and personalities. Overall, children's welfare and learning is effectively promoted as a result of the clear policies, procedures, routines and good team working. Most of the required documents are in place to promote children's welfare and safety. Very positive relationships exist with parents and carers and good communication with relevant professionals and outside agencies efficiently support children's unique requirements. Self-evaluation is good and demonstrates the setting's strong commitment and capacity for continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare).
- 24/05/2012

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

- extend the mathematical potential of the indoor and outdoor environments by providing more interactive displays and resources each session that enable children to discover things about numbers, counting and calculating.

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

Children are protected as staff have a clear knowledge and understanding of safeguarding policies and procedures. Robust recruitment and vetting procedures ensure that all staff are suitable to work with children. Staffing ratios are very good and support children's safety highly effectively. Daily safety checks of all areas are undertaken prior to children's arrival. The premises are fully secure and staff are vigilant about visitors. Full risk assessments relating to the premises and any outings are completed and reviewed on a regular basis. Documentation, such as accident, medication and attendance records, is well maintained in order to ensure the safe and efficient management of the setting. Information is gathered from parents about children's individual medical needs and staff hold current first aid certificates to deal with minor injuries. However, staff may not be able to deal with all eventualities as they have not yet requested written parental permission to seek any necessary emergency medical advice or treatment in the future. This is a breach in the welfare requirements.

Staff work extremely well as a team and have tirelessly reviewed their practice to ensure that the move into the new premises is a success. All staff are actively involved in delivering the curriculum and comprehensive rotas are devised so that staff are well aware of their roles and responsibilities for each session. Regular staff meetings ensure that activities and experiences for the children are developed. Reflective practice is embedded in daily work as activities are evaluated and staff appraisals are undertaken. There is an accurate self-evaluation process with effective action plans implemented to move the pre-school forward and improve the quality of care and education.

Staff provide a fully inclusive service to all children attending and ensure that no child is disadvantaged in any way. Individual children's needs are thoroughly addressed through staff's clear knowledge of all children and their families. Funding is successfully secured to provide additional support and staff effectively liaise with external agencies to raise achievements for children with special educational needs and/or disabilities. All children take part in activities to celebrate each other's festivals and traditions. A range of multicultural books and resources help children learn about differences between themselves and others. All children's contributions and efforts are treated very positively by staff to ensure they feel valued.

Parents and carers are welcomed warmly into the pre-school each session. Informative notice boards, newsletters and the attractive website keep parents informed of events at the pre-school and invite their involvement. For example, parents are invited to join sessions to share their knowledge and skills or they contribute artefacts to capture children's interest. Parents also contribute their observations of children's achievements at home to the learning journey folders.

Several parents were spoken to during this inspection, they spoke very positively about the staff and commend the ways in which children settle into the pre-school. The pre-school has established good links with other early years professionals such as childminders and also teaching staff from the local primary schools. These strong transition arrangements ensure that children are well prepared for the next stage in their learning.

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

Children make good progress in their learning and development as a result of staff's secure knowledge and understanding of the learning and development requirements. The majority of children are confident and curious learners and the organisation of the environment enables them to drive their own learning. For example, children flow freely between indoor and outdoor play while selecting materials and extending absorbing activities in ways that make sense to them. Each child has a key person who builds personal relationships and liaises with parents. This provides peace of mind for parents that there is someone who can tell them about their child's time in the pre-school. Key staff complete focussed and spontaneous observations of children's progress and achievements. These are used to complete learning journeys, track progress and plan the next steps in children's learning.

Children are effectively gaining the skills they need for future learning. They gain confidence in communicating in a range of ways, including using signing while participating in popular rhymes and songs. The rolling snack table is a social occasion and staff and children sit together and chat animatedly. Staff skilfully ask questions that elicit interesting comments from children. Children demonstrate great creativity and design skills as they build highly original models using recycled cartons, glue and sticky tape. They experience good opportunities to make connections with their local community. For example, they find out about the landmarks and road signs they see in the neighbourhood. Children have some opportunities to develop their mathematical skills as they count and calculate singing number rhymes or when constructing intricate models using wooden blocks of varying shapes. Children really enjoy looking at books for pleasure and older children adeptly write their names on their artwork. There are also labels in the environment so that children start to recognise familiar words and letters. However, there are fewer interactive displays and resources at every session that challenge children to discover more things about numbers, counting and calculating, when playing indoors or outside.

There are very good opportunities for children to learn about healthy lifestyles. They successfully climb over, under and through equipment which develops their physical skills of coordination, balance and control. Children also enthusiastically take part in football coaching sessions. They find out about healthy eating through the range of balanced and nutritious snacks and by planting, discussing and tending to produce, such as, lettuce, broccoli and carrots. Children understand the importance of washing their hands before eating and do so independently. They also develop their independence skills by using knives safely to spread toppings

onto bread or pouring their own drinks. Children are aware of their own personal needs. For instance, they access drinking water whenever they are thirsty. They are developing an understanding of their own safety as they practise fire drills or remember to wipe their feet to prevent slipping when they come inside. Children understand the need to behave responsibly, use good manners and learn to follow important social skills such as sharing and taking turns with equipment.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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