

Heathcot Pre-School Ltd

Inspection report for early years provision

Unique reference number 301004
Inspection date 26/06/2012
Inspector Mandy Watkins

Setting address 78 Windsor Road, Coppice, OLDHAM, Lancashire, OL8 1RP

Telephone number 0161 7705284
Email heathcot.centre@googlemail.com
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

Heathcot Pre-School Ltd was registered in 1999. It is located on the border between the Coppice and Werneth areas of Oldham. A maximum of 32 children attend at any one time. The pre-school occupies the ground floor of a local authority building which is shared by a children's centre. It operates from three rooms and has access to an outdoor area.

The pre-school is registered by Ofsted on the Early Years Register. It is open term-time only for 10 sessions a week, 8.45am to 11.45am and 12.30pm to 3.30pm each day. There is also a lunch club facility which is used by some children. The pre-school is in receipt of funding for the provision of free early education to eligible two-year-olds, as well as three- and four-year-olds. The pre-school supports several children with special educational needs and/or disabilities and many children who attend speak English as an additional language.

The pre-school manager holds a level 3 Diploma in Pre-school Practice and a level 5 Foundation Degree in Early Years. The pre-school staff hold level 3 to level 6 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in relation to their starting points. Staff know the individual needs and interests of children and are, therefore, able to plan appropriate activities to support children's learning. Children with special educational needs and/or disabilities are well supported within the pre-school and effective partnerships with external agencies reinforce this. Relationships with parents are particularly strong. The manager and staff reflect regularly on their practice, meaning that improvements are constantly being made and areas for further development are identified.

What steps need to be taken to improve provision further?

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

- extend the systems used to monitor children's progress, for example, by planning more regular observations of children's learning and using ongoing observations to contribute to summative assessments
- develop the targets included in the development plan to be clear and measurable in improving the quality of provision for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded due to the rigorous policies and procedures that are in place and which are understood by all staff. Annual training in safeguarding ensures that all staff are fully up-to-date with current practice and are aware of the steps to take, should they have concerns about a child. Safe recruiting procedures mean that all staff have enhanced Criminal Records Bureau checks before being left unsupervised with children and records of these checks are kept on the premises. Since the last inspection, the pre-school has improved its procedures for assessing risk in the different areas and daily health and safety checks are carried out to remove any hazards. For example, a broken ceramic cup was quickly removed from the role play area when it was discovered, meaning that children were protected from being hurt.

A large number of well-qualified staff are employed at the pre-school which contributes to the quality of the provision. Opportunities for staff development through training are identified at regular supervision meetings. The staff are, therefore, continually extending their knowledge which they then use to improve all aspects of the pre-school including outcomes for children. The manager effectively drives improvement in the pre-school, supported by the management committee and local authority officers. The self-evaluation process is robust and means that weaknesses in the provision are identified and form part of the development plan for the pre-school. However, targets in the development plan are very broad meaning that progress is difficult to measure. All staff, parents and children are encouraged to contribute to self-evaluation. Parents' views are taken into account as they complete user questionnaires and make use of a suggestion box provided for them. Children are consulted on many aspects of pre-school at an age-appropriate level. For example, staff show children pictures of different resources and equipment that might be used to improve the existing environment and the children chose what they would like, with support.

Partnerships with parents are excellent. The pre-school engages with parents to involve them in their children's learning. Parents attend workshops around language development and playing learning together, meaning that parents learn the importance of play and children's learning is extended into the home environment. These principles are reinforced in the newsletter and leaflets which are sent out. Parents feel well informed about their children's progress through regular contact with their child's key worker and at parents' evenings.

The manager works closely with other professionals, attends network meetings and works with the teacher in the children's centre to improve the provision and outcomes for children. The manager has a good knowledge of children attending the pre-school who are at risk of low achievement. Children with special educational needs and/or disabilities are fully included and staff are effectively deployed to support these children to a high standard. Effective individual education plans for children with special educational needs and/or disabilities mean that their needs are met and their progress can be measured against carefully set and appropriate targets.

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

Children are very happy and settled in the pre-school. Staff use reward stickers as appropriate and praise good behaviour. The children, therefore, behave very well and feel safe and secure to explore the environment. For example, a member of staff sits near the den which is full and a child knows he has to wait patiently for a turn when she explains this. At snack time the children are encouraged to use plastic knives to spread butter on their toast and cut it. This means that children are developing skills without the risk of being harmed.

Children have unlimited access to the outdoor area which is well resourced meaning that all areas of learning are being developed outside. Children enjoy playing in large cars and on ride on toys along a track, therefore, developing their physical skills. Although children routinely wash their hands before snack time and do so independently, they do not always understand the importance of doing this. Children are involved in choosing fruit and vegetables for snack time and are encouraged to try new types of fruit.

Staff make good use of their knowledge of individual children to plan appropriate experiences for children which means that they make good progress in their learning. Children's achievements are assessed on joining the pre-school and at key points throughout the year. However, ongoing assessment through regular observations does not provide enough evidence to contribute to summative assessments, for example, at the end of term. Since the last inspection, the pre-school has ensured that the opportunity to hear and use counting words in daily routines has increased. For example, at story time in a small group, children took turns to count the number of children in the circle, therefore, using number names in context and developing their counting skills. Interactions between staff and children are of a high quality meaning that their language development is good and children are moved on in their learning. For example, at the talking table, staff encourage the children to talk about the marks they are making on paper so their vocabulary is extended. Children make good use of the computer in the pre-school, developing skills in information and communication technology.

All staff are aware of the needs of children speaking English as an additional language and use strategies to support their development. For example, when a child wants to play in the water, a member of staff tells him to roll up his sleeves and put an apron on and uses actions to ensure the child has understood. All children play happily alongside one another meaning that they accept each other's differences and are developing respect for each other. Weekly cooking sessions at pre-school encourage children to try foods from different cultures, such as jacket potatoes and beans, which they may not have at home.

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	1

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	2
The extent to which children make a positive contribution	2
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

