

# Henley Preschool Centre

Church Meadows, Henley, Ipswich, Suffolk, IP6 0RP

## Inspection date

12/11/2012

Previous inspection date

24/03/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Parents are positively encouraged to support and share information about their child's progress at home to ensure continuity in children's learning.
- Practitioners are good role models and a well-established key person system means children form secure attachments.
- All practitioners have a clear understanding of how children learn. Effective monitoring of the educational programme ensures children progress well to the early learning goals.

### It is not yet outstanding because

- Some activities do not fully encourage children to be independent or problem solve and think critically.
- The opportunities for children to explore and investigate outdoors and the provision of visual stimulation are not consistent.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the playroom and the outside learning environment. This included a joint observation with the manager of the preschool.
- The inspector held discussions with the manager and staff team of Henley Preschool and the chairperson of the committee.
- The inspector viewed evidence of suitability and qualifications of the staff team working at Henley Preschool.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Lynn A Hartigan

## Full Report

### Information about the setting

Henley Preschool was registered in 1986. It is a registered charity and is managed by a voluntary management committee. It operates from a room within a community centre in the village of Henley, close to Ipswich, Suffolk. An enclosed outdoor area is available for outdoor play and activities.

The preschool is open each week day during term times, offering sessions from 9am to 12noon and 12noon to 3pm. A lunch club is also offered. The preschool is registered on

the Early Years Register. The preschool provides funded early education for two-, three- and four-year-old children. There are currently 20 children on roll in the early years age range. The preschool supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The preschool employs four members of staff to work with the children, of these, all have appropriate early years qualifications at level 3 and 4. The preschool is a member of the Pre-school Learning Alliance and receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- provide more opportunities that are supportive of the children's own efforts and encourage their independence, for example, during the preparation of snack and mealtimes and enabling children to participate more fully in cooking activities
- inspire and encourage children to explore and investigate outdoors, for example, by providing visual stimulation, such as letter shapes, numbers and posters in the outdoor environment.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The childcare practitioners have a secure understanding of how children learn and are able to promote and develop children's learning effectively in all seven areas. They are familiar with children's different behaviour patterns and ways of learning, called 'schemas' and use this knowledge effectively to support children's on-going development. Some good information is available to parents regarding their children's learning which includes an explanation of schemas and links with the Development Matters in the Early Years Foundation Stage.

The indoor environment is calm, stimulating and welcoming for young children and the garden is also used throughout the day. Children relish their time outdoors and enjoy fresh air and exercise daily. They have great fun balancing the drain pipes provided, to use as runs for their cars. They dig the mud, have pretend bear hunts and practise mark-making using chunky chalks and brushes with water. Opportunities for children to develop their balancing and climbing skills are supported. For example, the provision of good resources, such as a climbing frame, hoops and ride-on toys enable children to develop these skills and develop spatial awareness. Children giggle with delight when using a large

parachute. They learn to negotiate with one another when keeping the parachute in the air and work well together in a group when packing it away. However, visual stimulation such as print, posters and pictures in the garden and opportunities for children to explore and investigate bugs are less available.

The practitioners have high expectations for the children in their care and ensure accurate observations are made. These, together with discussions with parents, inform future planning of activities and offer sufficient challenges. Accurate assessments show how children are progressing consistently in their expected development bands and are achieving skills for their next steps in learning. This includes the completion of progress checks for two-year-olds. The recent introduction of 'wow' boards is proving successful in sharing information. For example, on these boards, parents can very easily and simply make comments regarding their child's achievements, and post notes with regard to their development at home.

Children develop a real enthusiasm for books. This has been achieved through the provision of a well-stocked, cosy and inviting book area. They excitedly choose books for their book bags so that they can enjoy favourite stories at home. They proudly discuss the stories with the practitioners and enjoy sitting together at the end of the session for a group story. Staff are skilful in asking children questions to encourage them to think. For example, children comment about characters being sad in the story. Practitioners ask, 'why' they think they are and, 'what do they need?' to make them feel better. Children respond well giving thought to the questions.

An effective key person system is securely embedded in practice and ensures practitioners are aware of the children's interests. For example, children who enjoy playing with farm animals and dinosaurs are provided with further activities using these resources. Children have fun making prints in the dough using the animals. A hairdressing salon is popular and inspires children's imaginary play. They have fun accessorising using jewellery and their request to dress up as princesses is swiftly supported as children are provided with a selection of dressing-up clothes.

Children enjoy a well-organised environment where they can select some resources to support their play. Generally, children are offered good and appropriate challenges but this is not always consistent at snack time, lunch club and when participating in cooking activities. For example, while they are encouraged to think about why they have washed their hands before cooking there is limited participation from the children when involved in the cooking activity and making biscuits. As a result, children lose interest and do not fully engage in the activity. Opportunities for discussing weight and the process of combining ingredients and cooking the mixture are not fully explored.

### **The contribution of the early years provision to the well-being of children**

All the practitioners are sensitive and motivated to meet children's individual needs and develop warm, affectionate relationships with the children. Therefore, children settle well and are able to develop and play within a safe and secure environment. Even very young children show confidence in social situations and approach visitors to ask questions.

Children develop a good understanding of how to manage risks and how to keep themselves safe and healthy. For example, they are aware that it is a good idea to sweep up spilt sand so that they do not slip.

Children's behaviour at preschool is very good. There is a calm and happy atmosphere and children are busy and engaged in activities throughout the morning. This is because the practitioners are good role models who provide clear guidance for children about acceptable behaviour. Children are aware of the need to share toys and are familiar with the use of an egg timer and photographic prompts to help them in this process.

Written risk assessments are routinely completed and fire evacuation is practised enabling the children to explore and discover within a safe environment and develop an awareness of their own safety. There is a wide range of good quality toys and resources to support the children's learning. Craft and materials to make marks are labelled and easily accessible. Due to restrictions of the premises limited artwork can be displayed. However, staff are negotiating and developing ways in which to display children's work, for example, screens are now used very effectively.

Children learn good hygiene routines. They understand about germs and the need to wash their hands before snacks and meals. The children enjoy a balanced and nutritious snack menu which is shared with parents and incorporates children's favourite snacks. However, these are often pre-prepared and children are not always able to develop their independence by carrying out simple tasks, such as peeling their own fruit and setting the table for lunch club.

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

The manager and her deputy effectively monitor the educational programme provided to ensure children are consistently offered a broad range of learning experiences. The manager and her team are experienced and skilled practitioners who have a secure knowledge of how children learn and their different learning styles. As a result, children progress well towards the early learning goals.

An efficient system is in place to ensure consistent monitoring of the planning and assessment process. The well-embedded key person system ensures each child's key person has an accurate understanding of the children's skills and abilities. Many opportunities for parents to be involved in their children's learning have been established. Useful information is available to parents through the preschool prospectus, newsletters and parents' notice board. The staff positively encourage parents' contributions with regard to their child's next steps in learning.

There is a clear and effective system to ensure the children are suitably safeguarded. The newly-elected committee work closely with the manager and are aware of their responsibilities to ensure the safe recruitment and induction of staff. Policies which are available to parents detail the procedure to follow should any concerns regarding any child's welfare arise. All practitioners demonstrate a very clear understanding of the

safeguarding requirements and procedures to follow.

The manager is aware of the importance in monitoring and evaluating the service that is provided. A self-evaluation process is in place and continues to develop to ensure all staff, children's and parents' views are sought and considered when developing practice to support children over time. An appraisal system and newly-introduced development meetings for practitioners ensure staff professional development is supported and performance is managed.

Currently no children attend more than one early years setting, however, the manager demonstrates an understanding of the importance of sharing information between settings, enabling them to work together to support children's learning and promote continuity of care. Partnerships with parents are good because of the effective processes in place to gather and share information about their children. As a result, children's individual care and learning needs are fully met. Parents' comments are extremely positive and complimentary about every aspect of care and of the learning opportunities offered to their children. The preschool's good settling-in procedures ensure transition from home is smooth and children settle and feel secure.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	251517
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	818399
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Henley Pre School Centre
<b>Date of previous inspection</b>	24/03/2010
<b>Telephone number</b>	01473833848

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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