

Heatherton Pre-School

Heatherton Community Centre, Hollybrook way, Heatherton, Derby, DE23 3TZ

Inspection date	03/12/2012
Previous inspection date	13/07/2010

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

- Practitioners have a good knowledge and understanding of how each individual child learns best, which means children make good progress from their starting point and are well-prepared for transition to school.
- Children's personal, social and emotional needs are met well, because staff understand the importance of the key person role in forming strong attachments. This enables children to gain confidence and feel secure when leaving their parents.
- The manager carries out regular performance monitoring of staff to make sure their training needs are met and that they continue to develop their understanding and practice.

It is not yet outstanding because

- The outdoor area is not used as well as it could be to offer children challenges across all areas of learning.
- When large groups of children are present, snack time does not enable the children to obtain their food and drink without waiting for periods of time, which means their time is not productive while they are waiting.

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 main play room area, the small side room and outside and the interactions between staff and children.
- The inspector sampled children's assessment records and discussed planning with staff.
The inspector checked documentation, including, evidence of suitability and
- qualifications of practitioners working with children, and the setting's self-evaluation systems.
- The inspector held a meeting with the manager of the provision.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

ISP Inspection

Full Report

Information about the setting

Heatherton Pre-School is privately owned. It was registered in 2010 and operates from the hall and meeting room in Heatherton Community Centre in Derby. The pre-school is open on Monday, Tuesday, Thursday and Friday from 9.15am to 12.15pm. On Wednesdays it is open from 9.15am to 1pm. The provision is accessible to all children. There is a fully enclosed area for outdoor play.

The pre-school is registered on the Early Years Register. There are currently 16 children on roll, all of whom are within the early years age range. The pre-school supports children with special educational needs and/or disabilities and those who are in receipt of nursery education funding. There are four staff employed to work with the children who all hold appropriate childcare qualifications. The setting 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:

- develop the outdoor area so that learning opportunities outside are maximised for children of all ages
- review snack times so children are not expected to stand and wait for periods of time before they obtain their food and drink, so they can use their time more productively.

Inspection judgements

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

Children thoroughly take pleasure in their learning and achieve well in relation to their starting points. This is because they enjoy their time at the nursery and staff interact well, developing positive relationships with each child. Staff know the individual children very well, in this small and friendly setting. They observe children closely, interact effectively with them and work in partnership with parents. Staff and parents communicate daily and talk about children's learning, both in the setting and at home. Parents spoken to were highly complementary about the quality of care provided and describe staff as 'amazing'. This means that children make good progress across the areas of learning and development because staff can plan appropriately for them. Staff make ongoing observations of the children and from these they identify the next steps for each child. Systems for assessment and planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning. Staff are knowledgeable about each child's stage of development and correctly identify the developmental age bands for each child. If individual children are not making good progress, staff are knowledgeable and skilled enough to put appropriate interventions in place. Procedures for monitoring children's starting points are effective in tracking the progress they make over time.

Staff create a stimulating indoor environment, where the atmosphere is positive and encouraging. Children are able to move around freely and access the good range of indoor resources and activities. The indoor environment is well-organised and effective in meeting the needs of different age groups. Toys and resources are easily available, so that children can freely choose and access what they want to play with. The outdoor area is also easily accessed, although, there is room to extend how this is organised so that children are encouraged to explore all areas of learning and development whilst outside. Consequently, planning and resourcing of the outdoor environment is less effective than for indoors.

Children are given regular opportunities to look at books with the staff in the setting and are encouraged to take books home to share with parents. Children use a good variety of tools to help them learn both early writing and fine physical skills. Staff foster children's enjoyment of language by providing interesting stories which help children to distinguish between sounds and word patterns. They also build children's vocabulary by repeating familiar words and phrases. Children's literacy skills are, therefore, developing in line with expectations and their speaking and understanding is very good. One example of this is when children participate in drawing a road, they draw a roundabout and builders with hats on and hold a purposeful conversation about the cars driving on the road. These skills are further developed through painting activities, which also encourage the use of children's imagination. For example, children paint orange dinosaurs and freely express their imagination as they roar like a dinosaur.

During some group activities, children pay good attention and respond appropriately when listening to instructions and using tools appropriately with skill. For example, when children are playing with play dough, they competently count the buttons on the snowmen and baubles on the Christmas trees. Confidently, they also use mathematical language, such as long and short, as they roll out sausages and make cakes, showing enthusiasm and energetic active learning. Staff effectively model being considerate and responsive to everyone around and children form good relationships as they play and explore. Children are confident and develop friendly relationships with each other and with staff, they are learning about the wider world through using a variety of resources that show positive images of diversity, such as books and role play. Staff praise children who wait for their turn during activities and children's behaviour is consistently good. The pre-school provides interesting and challenging experiences that meet the needs of all children and help prepare them well for the next stage in their learning.

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

Staff know the children well and plan a varied range of purposeful experiences to meet their individual needs. Consequently, children have lots of fun and thoroughly enjoy themselves as they explore and investigate. This means that children establish warm and trusting relationships with staff and peers. An effective settling-in policy ensures that new children soon become familiar with the provision and feel safe. The key person system supports engagement with all parents and helps children to develop a sense of trust and positive interactions with staff. They provide appropriate support to prepare children for transition to other settings through talking with them and making relevant visits to local

schools. Staff are proactive in promoting equality and diversity. They create a stimulating and welcoming atmosphere where children independently access well-organised resources in a clean, bright and colourful environment. Therefore, children can use their initiative and follow their natural curiosity as learners.

Staff effectively promote the importance of healthy lifestyles as children enjoy plenty of fresh air and exercise. They also use suitable equipment to enhance their physical skills, such as, balls, push and pull toys, small sit and ride toys and bikes. Staff initiate chasing and ring games, which the children clearly enjoy, this enables them to benefit from fun exercise as they run around happily. Children have regular healthy snack times during the session, which include drinks of water or milk and fruit. They are encouraged to help themselves to the snack independently and pour their own drinks successfully helping their independence. However, to obtain their snack children have to line up and wait, meaning when large groups of children are present they are waiting for long periods of time.

Staff provide a variety of opportunities for children's personal, social, and emotional development. They have a good idea of what children enjoy doing and have high expectations of them, for example, they use simple prompts, which help children remember to use 'Please and Thank You' during activities and snack time. They encourage children to put on their own coats and aprons. This supports children's growing independence and self-help skills very well. Staff use meaningful, enthusiastic praise as they notice and acknowledge positive behaviour, for example, by stating, 'That's very good that you are sitting down there nicely'. This helps children to become confident, to behave well and to have good awareness of right and wrong. They respond positively to directions from staff, including settling disagreements. They are well-aware of the setting's expectations and routines. All children learn to keep themselves safe through staff guidance and relevant activities. They confidently make decisions in choosing resources and develop a sense of responsibility by packing these resources away when they have finished playing with them. They enthusiastically help staff to sweep the sand. Staff encourage and praise all children, and acknowledge their efforts appropriately. The key person system works well and children are steadily forming strong bonds as they settle into the provision. They approach familiar staff easily and throw their arms around them, which demonstrates that they feel safe, secure and confident.

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

The manager has a good understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She fully understands how to keep children safe and has a good understanding of the impact of any failure to comply with requirements. The manager and staff have implemented an effective system to monitor and evaluate their practice. The evaluation includes listening carefully to the views of children, parents and staff and ongoing support from the local authority. All recommendations raised at the previous inspection visit have been met successfully. Staff receive continuing support from the manager and attend a wide range of relevant training courses. This leads to better outcomes for children. The active involvement of parents is

encouraged through newsletters and questionnaires to elicit parental views and preferences. With the assistance of staff, children also take part in evaluation through completing questionnaires. Systems for monitoring are in place and staff indicate that the manager always asks for their opinions to feed into self-evaluation to help the provision improve further. As the staff group is small they also have regular impromptu meetings, between sessions, to discuss and evaluate the provision, planning, activities and children's learning. They alter activities that may not have worked well or re-do activities that they feel benefit the children's learning and development to ensure that they make good progress.

Staff have a clear knowledge of safeguarding issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times. They are also familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Systematic recruitment and vetting procedures, including the successful induction of students and new staff, ensure that children are safe. The security of the premises throughout is well maintained. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas and for projected outings. Parents and carers are very pleased with the pre-school, they state its 'fantastic' and 'good' and that their child 'really enjoys coming' and they feel welcomed into the setting and praise staff for the good support given to the children. Parents comment on how they are pleased with the newsletters they receive and their content, and in particular the suggestions and activities they can try with their children at home.

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

Unique reference number	EY406182
Local authority	Derby, City of
Inspection number	889090
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	16
Name of provider	Deborah Dusanjh
Date of previous inspection	13/07/2010
Telephone number	07738974962

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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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