

# Hawley Pre - School

Holy Trinity Church Hall, Vicarage Road, CAMBERLEY, Surrey, GU17 9BN

<b>Inspection date</b>	11/01/2013
Previous inspection date	25/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children have fun and make good progress in their learning and development as they become engrossed in purposeful and exciting play experiences.
- Staff have a good understanding of their role in supporting children's learning and development. They engage them fully and respond positively to their interests.
- Staff treat all children with sensitivity and kindness and effectively meet their individual needs. This promotes children's emotional well-being and helps them feel secure.
- Staff promote all aspects of children's health and safety with success.

### It is not yet outstanding because

- Arrangements for working in partnership with all other early years settings children attend are not fully developed.
- There is little use of labelling, of both words and numbers, in the outdoor play area.

## 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 children's play and staff interaction in the inside and outside learning environment.
- The inspector had discussions with the supervisor, staff members and spoke with children.
- The inspector examined documentation including sampling of children's records, staff suitability records, policies and procedures and other records relating to the day-care provision.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Debbie Newbury

## Full Report

### Information about the setting

Hawley Pre-School was first registered in 1989 and re-registered when it moved to its current premises in 2011. It is committee run, with members comprising of parents whose children attend the pre-school. It operates from Holy Trinity Church Hall in Blackwater, near Camberley in Surrey. Children have access to a large hall, toilet facilities and an outside garden area. The pre-school opens five days a week during school term times. Sessions are from 9am to 3pm on Monday, Wednesday and Friday and from 9am to

12noon on Tuesday and Thursday.

The pre-school is registered on the Early Years Register and accepts children from two years to four years of age. There are currently 56 children on roll aged from two to four years. The pre-school receives funding for the provision of free early education for children aged three and four. It welcomes children with special educational needs and/or disabilities and children who speak or hear English as an additional language.

There are 10 part-time staff working with the children. The supervisor has a level 6 qualification and Early Years Professional Status. Two members of staff have early years qualifications to National Vocational Qualification Level 4 and five to Level 3. One member of staff is currently studying for an Early Years Foundation Degree. The pre-school receives support from advisors from the Early Years and Childcare Service and other professionals.

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

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

- create an outdoor environment rich in print where children can learn about words and numbers, for example by using number labels, names and signs
- develop further arrangements to work in partnership with other early years settings children attend to promote continuity of all children's learning and development needs.

### **Inspection judgements**

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

Children are motivated, active learners who have lots of fun. They make good progress, gaining skills which will help them when they move on to school. This is because they are supported by staff who have a secure understanding of the learning and development requirements and their role. They work closely with children, both individually and in small groups and engage them fully. Key persons know their children well, and have allocated 'key person' time with them each week. This enables them to focus on what they have observed as the next steps in children's learning and support them to progress further. Staff speak to parents about children's learning and discuss and agree the next steps with them. They make suggestions for ways parents can support learning at home.

Staff respond positively to children's interests and they offer many exciting and stimulating activities. A child's chance remark about 'chocolate cake' when they are playing with pink play dough results in the suggestion by a member of staff that they should see if they can find the ingredients to make some chocolate play dough. This results in a really well delivered activity where the quality of teaching is strong. It builds on children's initial interest, provides lots of opportunity for discovery and recall and is drawn to a good conclusion. Children work together to measure and add the ingredients. They use their senses as they smell the cocoa powder and predict what will happen when they mix flour and cocoa together. Each child is invited to make a 'sparkly wish' by 'thinking magical, sparkly thoughts' whilst adding a good shaking of glitter. Other children are attracted by what is going on and they come and join in. Everyone becomes more excited as the activity progresses. Children note the change that occurs to the mixture once water has been added. They are happy to go along with the suggestion that because it is rather runny they should bake it to see what happens. At the end of the session the member of staff gathers the children who made the 'sparkly chocolate dough' together to help her tell the whole group what they did. They talk about the ingredients they used and explain why they were not allowed to add the very hot water. Children compare the remaining uncooked mixture with that which has been baked in the oven as they look, smell and touch.

Children throw cups of powder paint and water onto the pavement in the outdoor play area and add a squirt of washing up liquid. They are encouraged to mix everything together using scrubbing brushes and child sized brooms. A member of staff suggests they use two hands on the broom handle so they can give it a really big push and see if they can make some bubbles. Children are empowered to dictate the direction of the activity. They decide whether they should add more water or washing up liquid, a different coloured paint and whether this should be a lot or a little. Useful vocabulary is introduced as they talk about a 'squiggly, wiggly line of washing up liquid', and 'how the mixture foams when they scrub it.' The member of staff draws children's attention to the oily appearance of the concoction and demonstrates how they can use their fingers to create patterns in it. As well as being great fun, children explore change and build strong arm movements. This helps them develop the control and coordination they will need for writing.

Staff spend time chatting to children, which supports their communication and language skills. They encourage them to repeat what they are saying if they do not understand them first time round. Some children are confident communicators and are keen to engage in conversation. Staff invite them to talk about the items they bring in for 'show and tell' which helps children gain confidence to speak in a larger group. Story time sessions become interactive as staff ask children questions, seek their views and pause to encourage them to reflect on what has happened.

Children display their developing awareness of number and different mathematical concepts, such as weight and size. Some confidently chat about their ages and the number of pasta 'candles' they have on their play dough birthday cakes. Others note how heavy the large paint bottles are and the sizes of the paper aeroplanes staff have made for them. Staff challenge children to think how old they will be on their next birthday and to consider the idea of quantity and sufficiency as they help prepare fruit and vegetables

for snack.

Children are keen for staff to join in with their play. They seek their help to assist them in what they are trying to do. For instance, children ask for help to fill buckets with sand and to turn them out. Staff explain the need to have a flat surface and encourage children to think what will happen. They explain how the bucket acts as a mould and that the sand castle is therefore the same shape. Children enjoy using the computer. They receive adult support as necessary but are encouraged to have a go themselves. Children are learning to use a range of tools carefully and competently. They handle rolling pins, paintbrushes, glue sticks and sticky tape. Some children have good scissor control skills whilst staff provide help for those who are developing their cutting skills. Painting is a popular activity and children remain engrossed in this, expressing their own ideas. They describe their pictures and have the confidence to ask for more paint. Children have opportunities for gardening and to learn about nature. They take part in activities relating to different cultural and traditional celebrations. These support children's understanding of the world around them.

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

The pre-school operates from a church hall and staff set up and clear away on a daily basis. They put a lot of effort into creating an inviting environment that is ready for the children's arrival. Play materials and activities, which support all areas of learning, are arranged to be easily accessible. This enables children to confidently make their own decisions about what they do and to follow their interests. Staff permit them to move resources to extend their play, such as taking the play dough into the home corner. The display of pictures and good use of labelling indoors provides added interest. This also encourages children to notice letters and numerals and begin to ascribe meaning to these. However, they do not benefit from this type of learning resource outdoors. Children move around freely and they have constant access to outdoor play. Staff explain that they need to put on coats and wellington boots before they go outside because it is cold and muddy. Children are encouraged to try and manage these themselves. They help staff prepare fruit for snack and do the washing up afterwards. These simple everyday tasks support children to be independent and recognise their growing capabilities.

Most children arrive happily and separate easily from their parents and carers. They relate positively to staff and enjoy secure relationships with them. Staff recognise that some new starters require additional support to help them settle. They work hard to reassure them by offering cuddles and following and respecting children's wishes. For instance, when children show reluctance to spend any time in the hall, they take resources out to the foyer, where they are more at ease, and play with them there. Children mostly behave very well. Staff intervene as necessary, responding promptly but sensitively to situations that arise. They explain about sharing and talk about feelings. This approach helps children understand boundaries and begin to think about the viewpoint of others. Staff effectively foster children's confidence and self-esteem through meaningful praise and encouragement.

Children follow good hygiene practices. Some explain that they need to wash their hands because of germs and to avoid getting a tummy ache. They enjoy good opportunities to be physically active as they play outdoors and explore the different equipment on offer. Some children practise balancing; they carefully walk along planks of wood, holding out their arms 'so they do not wobble.' Others use spades to fill buckets with sand. They discuss how heavy they are when they try to pick them up.

Children have lots of fun 'flying' paper aeroplanes around the hall. They talk about how far their planes go and investigate different ways of throwing to achieve the desired effect of making them travel a good distance. Staff provide children with healthy snacks. They encourage parents to follow their lead by including healthy options in their children's lunch boxes. Snack and lunch time sessions are sociable occasions as staff and children sit together and engage in conversation. Staff use these times to promote good manners. For instance, the need to finish what they are eating before they speak. Children learn about safety in meaningful situations that they can apply to real life. For instance, when making play dough, a member of staff explains that only adults can add the very hot water to the mixture as it could burn them.

Most children move on to the local school. Teachers come and meet them at pre-school. The supervisor and deputy then visit the children at school once they have started to see how they are getting on. In cases where children transfer to other schools, teachers may contact pre-school staff to seek their input. If this does not happen, then the supervisor contacts them. Staff talk to children about going to 'big school' and what is likely to happen. They provide books about the local schools and samples of uniforms for children to explore. All of these measures support and ease children's transition to the next stage in their learning.

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

The management team has a secure understanding of its responsibility to meet the requirements of the Early Years Foundation Stage. They implement effective measures to promote children's welfare, learning and development. The whole team has completed safeguarding training and they update this regularly. Consequently, everyone has a secure understanding of the action they must take if they have any concerns. Safeguarding is also a topic on the agenda at every staff meeting. This means the importance of protecting children receives continuous priority. There are robust procedures in place for recruitment and vetting to assess the initial and ongoing suitability of staff. Children are cared for in a safe and secure environment. Staff supervise them carefully and they identify and minimise potential hazards. All required documentation is in place and is completed effectively.

The staff team is well qualified. They attend training courses as part of their continuous professional development and put their increased knowledge into practice. For instance, a mark-making course has led to different and exciting ways of exploring this in the outdoor environment. One member of staff has attended training with specific reference to two-

year-olds and is taking on the role of coordinator for these younger children. Staff deployment is good. They engage fully with children with good levels of interaction. This results in a busy session characterised by children who enjoy themselves, learn and have fun.

The pre-school's use of ongoing reflection and self-evaluation has resulted in the identification of specific areas to focus on. For instance, management and staff have identified the need to further develop their systems for recording information in children's learning journals. They are also considering how best to encourage parents to contribute to these on a more regular basis. The manager and deputy meet weekly to discuss practice issues and this is also discussed at staff meetings so all are included. The pre-school operates an open door policy for parents and issues questionnaires to gather their views in a more formal manner. The recommendations made at the last inspection have been addressed successfully.

Parents are positive about the pre-school. They value staff and feel they are informed about what their children are doing. One parent expressed the view that staff are 'always friendly and smiley' whilst another commented that 'they put a lot of effort into things.' Parents are well-informed about the pre-school. They receive a parent pack when their children first start and a variety of useful information is available on site. Parents of new starters are invited to come in the half-term before their children start for 'stay and play.' The supervisor regards this as beneficial because it means that they start to build relationships with parents and children much earlier. Parents are greeted warmly on arrival and no-one is hurried away.

Some children attending the pre-school also go to other early years settings. Staff have devised effective arrangements for sharing information with childminders to promote continuity of children's welfare and learning. However, these arrangements have not been extended to include other types of provision, such as pre-schools, with particular regard to children's learning. This means that there is not yet a fully inclusive and integrated approach to supporting all children's early education. Staff seek advice from, and work closely with, other agencies or professionals supporting children to meet their individual needs.

## 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>	EY424470
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	890816
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Hawley Memorial Hall Pre - School
<b>Date of previous inspection</b>	25/04/2012
<b>Telephone number</b>	07970 924725



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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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Piccadilly Gate  
Store St  
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