

# Hauxton Pre-School

Pre School Building, Hauxton Primary School, Jopling Way, Hauxton, CAMBRIDGE, CB22 5HY

## Inspection date

20/02/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- The thoughtfully planned playroom creates an enabling environment for all children, which promotes their independence and engages them in purposeful play. The children benefit from a good variety of interesting and stimulating activities which ensure their good progress.
- The vision, dedication and commitment of the manager, deputy manager and staff in moving the pre-school to new premises has significantly improved the learning environment and care arrangements for the children.
- There is a warm, welcoming learning environment in which children are secure, happy and confident to express themselves.
- Partnerships with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs.

### It is not yet outstanding because

- There is scope to improve children's access to the outdoor environment in all weathers.

## 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main playroom.
- The inspector held a meeting with the manager of the pre-school.
- The inspector looked at planning, evidence of suitability of staff working in the pre-school, policies and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Linda Bird

## Full Report

### Information about the setting

Hauxton Pre-school was re-registered in 2012. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from a mobile classroom in the grounds of Hauxton Primary School in Hauxton, Cambridgeshire. The pre-school has been established since 1976 and is managed as a registered charity by a voluntary committee. The pre-school operates from Monday to Friday, term time only. Sessions are from 9.15am to 12.15pm. Children attend for a variety of sessions.

The pre-school employs three members of childcare staff. All of the staff hold appropriate

early years qualifications to level 3. There are currently 22 children attending who are within the early years age group. The pre-school provides funded early education for two- and three-year-old children. It supports children with special educational needs and/or disabilities.

### **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 for children to move between indoor and outdoor areas as part of their play and in all weathers.

### **Inspection judgements**

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

Children are motivated and eager to learn; they join in activities with enthusiasm and enjoy their time in the pre-school. Staff show a good understanding of varied teaching methods that engage children's interest, and plan fun activities that encompass the areas of learning. The pre-school is well organised and children are able to make choices about their play indoors. For example, they access and select from a wide range of toys and equipment, which helps them to develop into active and independent learners. In turn, this prepares them well for their eventual move to school.

Children gather together at the start of the morning for circle time. They are individually welcomed as they take turns to independently find their name card and display this on the board. They are also encouraged to count by taking it in turns to count the number of children present each day. Staff lead a discussion about the days of the week and the children demonstrate their understanding of letters and associated sounds as they identify the 'W' for 'Wednesday'. In addition, this relatively short session provides a number of useful teaching points by helping the children to learn to count, to recognise their names and to learn the days of the week. Staff intervene appropriately to offer children praise and encouragement. This supports the development of self-confidence and encourages children to persevere when faced with a challenge. Consequently, children make good progress in their learning.

The staff plan adult-led activities to, for example, help the children understand the concept of heavy and light. Children who join the activity use pasta shells to see if they can make the scales balance to find an equal weight. Such activities challenge children and staff are skilled at knowing when to intervene, offer encouragement and suggest different ways of tackling the problem. Staff sensitively support the children in their

learning, helping them to gain understanding through questions and discussion and by giving the children the time they need to experiment and find a solution. The children enjoy playing with the scales and they are able to talk about weight in terms of heavier and lighter. This demonstrates that children are operating at a successful level for their age. Overall, children's physical development is promoted well, for example, as they play outside using the climbing frame and toys.

Staff continually observe the children and make assessments in order to monitor children's progress. They use these assessments to plan suitably challenging activities for the children to further enhance their learning and development. Staff listen to children; questioning them during activities in order to extend their learning and understanding. Children are making good progress towards the early learning goals. Where children's starting points are below those of their peers assessments show that they are making good progress. Parents are kept informed about their child's learning and development through daily verbal feedback on the activities that the children have engaged in. The children's records are also easily accessible for parents to view at any time. The information they receive enables them to continue their child's learning and development at home which further supports their progress.

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

Successful implementation of the key person system ensures children feel safe and secure in the pre-school. Children play very well together and behave extremely well; they are encouraged to behave in a positive and respectful manner, which helps to keep themselves and their peers safe. The pre-school has a warm and friendly atmosphere, which helps the children settle quickly into their care and learning environment. The staff know the children very well and engage in positive interaction with them. Consequently, children approach the staff with ease, who ensure their needs are met and develop their self-esteem. Children are well prepared for the next stage in their learning because the vast majority of children transfer to the host school and the staff provide appropriate support to prepare them for this transition.

Children are encouraged to learn about the importance of basic personal hygiene and ensure their hands are clean before eating and after using the toilet. The pre-school provides milk or water for the children to drink and they pour their own drinks and wash up their own cups. This effectively promotes their independence and confidence. Staff give clear messages to children to help them develop a good understanding of why it is important to have a healthy diet and take regular exercise. The staff also encourage parents to provide fruit and other healthy options for their children to eat at morning snack time. This helps children to lead a healthy lifestyle and develop an understanding of the importance of doing so.

The pre-school provides a stimulating and well-resourced environment that supports children's all round development and emotional well-being. The children have a dedicated outdoor area and also have use of the school's outdoor provision. This gives children the opportunity to run and play games and enjoy the fresh air, promoting their physical development and well-being. However, there is scope to further improve children's free

access to the outdoor environment, which can, at times, be more limited in the colder weather when the door between the two areas is kept closed.

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

The manager and her colleagues work closely together and form an effective team. They are motivated and committed to providing good quality provision for all children. They have a clear understanding of the learning and development requirements of the Early Years Foundation Stage and strive to deliver an enjoyable learning experience for all children. Effective policies and procedures are in place for recruitment, ensuring that staff with appropriate skills and experience are employed. The staff are outward looking and have widened their knowledge and experience through attending training courses and by visiting other settings. The manager holds regular supervision meetings with her staff and annual appraisals are planned to take place at the end of the academic year. Consequently, staff performance is monitored and supported well.

Effective partnerships with parents make a strong contribution to meeting the needs of children. Parents spoken to at the time of the inspection hold the provision in high regard and stress how much their children enjoy attending the pre-school. Relationships between the host school and pre-school are strong, and communication between them is well developed, which helps to ensure that the children's welfare and learning needs are met. Staff link with the Foundation Stage teacher to support children's learning and progress. Proactive partnership working also means that other professionals are involved as required in relation to vulnerable children and those with special educational needs and/or disabilities. This ensures that appropriate interventions are secured and children receive the support they need.

Staff have a good understanding about safeguarding children and understand their role in protecting them. The provision has appropriate policies in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage and children are very carefully supervised. Two of the staff hold current first aid qualifications and all the staff have been suitably vetted to work with young children. Detailed risk assessments confirm that the staff carry out regular safety checks of the premises and show that hazards are identified and eliminated. Security of the premises is a high priority and staff create an environment that is safe and welcoming, where children feel secure and happy.

The manager and staff are committed to further developing and improving the provision. They have very successfully managed the move to the new premises and have taken this opportunity to significantly improve the provision for the benefit of the children who attend. The pre-school evaluates its strengths and weaknesses through a planned self-evaluation process. Action plans are in place to effect further improvement. The pre-school is ambitious to improve and takes feedback from both parents and children; showing that their views are important and valued. For example, parents were recently surveyed following the opening of the new pre-school building and comments gained are very positive about the improved provision for children.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

## 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>     | EY446646                 |
| <b>Local authority</b>             | Cambridgeshire           |
| <b>Inspection number</b>           | 881089                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 26                       |
| <b>Number of children on roll</b>  | 22                       |
| <b>Name of provider</b>            | Hauxton Pre School       |
| <b>Date of previous inspection</b> | Not applicable           |
| <b>Telephone number</b>            | 01223 870 919            |

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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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