

Hawkesbury Pre School

Canvey Infant School, Long Road, CANVEY ISLAND, Essex, SS8 0JG

Inspection date

Previous inspection date

22/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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|--|---|
| How well the early years provision meets the needs of the range of children who attend | 1 |
| The contribution of the early years provision to the well-being of children | 1 |
| The effectiveness of the leadership and management of the early years provision | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Children are confident and eager to engage in the rich and varied well-planned activities and play experiences, which lead them to make exceptional progress in all areas of their learning and development. The environment is expertly set up to allow full access to all areas so children can be active learners and participate in all activities.
- Assessment is highly accurate and well focused; staff know precisely every child's stage of development and what they need to do next to continue their learning.
- Highly sensitive understanding of every child's unique circumstances means care is tailored to meet their developing needs and ensures that parents and carers are always fully included.
- The setting has high aspirations and ensures that all parents' and children's views are constantly considered. Plans for future development and the manager's vision and pursuit of excellence ensure this setting offers exceptionally high quality care and learning for the children attending.

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 two main play areas and the outside area.
- The inspector carried out a joint observation with a staff member.
- The inspector held a meeting with the manager and senior staff.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector looked at children's assessment documents and records of achievement.
- The inspector took account of the views of parents spoken to on the day as well as information received in advance in questionnaires and surveys.

Inspector

Sarah Williams

Full Report

Information about the setting

Hawkesbury Pre School first opened in 1974. The current registration dates from 2012 and the setting is on the Early Years Register. It is situated in a demountable classroom in the grounds of a primary school in Canvey Island, Essex. There is a fully enclosed area available for outdoor play. The setting is committee run and a registered charity. It serves the local area and is accessible to all children.

The setting employs 11 members of childcare staff. Of these, ten hold appropriate early years qualifications at level 3 or higher, including the manager, who holds Early Years Professional Status.

The nursery opens Monday to Friday during term time only. Sessions are from 8.45am to 11.45am and 12.30pm to 3.30pm. Children attend for a variety of sessions. There are currently 84 children on roll. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and 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:

- consider extending the range of text and signage in the outside area to support children's emerging literacy, particularly their understanding of the use of print in different contexts.

Inspection judgements

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

Children make outstanding progress in their development and are very well supported in working towards the early learning goals in all areas. This also means that they are learning a vast range of skills to ensure that they are ready for school. The setting contributes to their excellent progress because the environment is totally child-orientated and planned to allow them full access to the wealth of equipment and play materials on offer. Each day the organisation of the two main playrooms provides for many activities. These include floor play and table top activities, equipment for practising writing and being creative, and expressive and sensory experiences, such as 'mashed potato' play, painting and making seasonal decorations. Children use the entire space well, moving freely and confidently between activities. Staff are always on hand in a supportive role but never intrude or direct the play. A child who senses that they need some adult help does not hesitate to seek out a member of staff. The member of staff immediately assesses how she can enable the group of children building a castle to work together to overcome a problem and keep the flow of play. The high quality of teaching, based on a firm understanding of how children learn, is evident throughout the session. For example, children respond to the cues for tidying up and winding down activities as the session draws to a close. They gather for a group story time and all show excellent levels of attention as a favourite story is brought to life by an imaginative and skilled staff member,

who paces the storytelling expertly. This ensures all children enthusiastically participate and play an active part.

Activities derive from children's ideas and interests, such as the role play estate agent shop, which fosters language and communication skills as well as writing and lively telephone conversations. The sense of place is explored through making maps of the local area, which evolve into treasure maps and extend into the outside area as imaginative play scenarios. This ensures children are active learners and develops their creative thinking and problem-solving skills in meaningful ways as they play. Construction sets provide further scope for fantasy animals and space vehicles which children make, carefully selecting parts to enhance and express their ideas, and refine as they develop them.

The cafe-style snack time demonstrates children's ability to participate in routines involving choice and social skills. They choose when to visit the cafe, help prepare and select food and drink from the healthy options available and sit in sociable groups as they eat. They help clear away and show great control and maturity, respond well to the high expectations of staff and show consideration for their friends. Children are always listened to and treated with respect; a child readily approaches a staff member for help with changing their wet top after some exuberant water play. The staff member talks to the child reassuringly and positively, ensuring they can continue the session comfortably and without any negative impact on their self-esteem.

Outside, children can negotiate the space on a variety of wheeled toys and use the numerous playhouses to invent games and role play situations. They have areas for planting and growing and are able to observe the changing seasons on nature walks and local trips. While the outside area is well resourced to support all areas of learning, and some items are labelled, it lacks the variety of text and signage that children use to develop their literacy by experiencing print in all contexts.

Each child is planned for by staff observing and assessing their progress and stage of development very accurately, and reflecting the child's interests and individual learning styles. Staff are able to knowledgeably talk about all children, what they are working towards and what their strengths and areas for development are. The progress check at age two is seamlessly built in to this process, and at all times parents are involved and informed so that they can complement and continue the learning outside the setting. Assessments are always precise and sharply focused. For example, staff had noticed that one child behaved differently when they attended with their more dominant sibling than on days when they attended alone, and so conducted parallel assessments which clearly showed the child's varying achievements. This information is used to ensure their development is not hindered or inhibited by being overshadowed by a dominant sibling. This attention to ensuring no child or group of children is disadvantaged demonstrates the setting's excellent understanding that each child is unique and has different needs.

Other positive experiences which children enthuse about include the outings to local places of interest, such as the butterfly farm. Photographs are used effectively and provide focal points for discussion and recall.

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

An outstanding feature of this setting is the highly sensitive and well-considered regard to each child's individual circumstances and needs. For example, there are children attending with a variety of home languages other than English, and superb practices, such as visual cues, signing and dual-language texts, help children integrate their developing knowledge of English as they communicate in their primary language. Staff work very closely with parents to ensure that children's well-being is given high priority and, therefore, extremely well supported. Other children who have special educational needs and/or disabilities or are experiencing challenging family circumstances are equally nurtured with full consideration and support to ensure they do not miss out on any learning and fun opportunities.

All staff take on the role of key person and promote the development of their key children by developing strong emotional attachments which enable the children to be confident and independent. Because the staff communicate and reflect on every session, they ensure that all children are considered and included in activities, which are focused and well thought out. Sessions are specifically geared towards younger children using different resources and are organised to cater for their stage of development and with safety in mind.

The environment is structured to provide children with the widest range of stimulating and intriguing play materials and activities, both indoors and outside, to challenge and inspire children to think creatively and use their imagination and skills in meaningful ways. For example, they use treasure maps they have worked on indoors to create play scenarios in the garden and confidently move resources around to support their play. Staff fully and effectively support children's growing understanding of how to keep themselves healthy. They enjoy plenty of exercise and fresh air, and positive messages are given about healthy eating. Children are involved and engaged in self-chosen activities and, as a result, they persevere and concentrate, developing their skills and understanding. This prepares them for future learning by giving them the confidence in their ability as learners and achievers. When the time comes for transferring to formal schooling, children have an understanding of some of the changes and differences they can expect, and show enthusiasm and eagerness to embrace the next stage in their learning.

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

The setting benefits from a highly qualified and dedicated staff team, with strong and inspirational leadership from the manager and senior staff. The senior team are highly qualified and demonstrate an exceptional ability to structure the environment and plan activities which promote all children's progress superbly. All aspects of the Statutory Framework for the Early Years Foundation Stage are well understood and incorporated in the day-to-day operation of the sessions. Staff constantly review and reflect on their practice and share their in-depth knowledge of individual children's care and learning needs to ensure these are of paramount consideration. They are very outward looking and go to varied sources for inspiration and advice, including from a range of outside

professionals. They are encouraged to absorb and demonstrate best practice examples and, as a result, constantly seek ways to enhance the children's learning by embracing developments in the childcare field.

The manager has obtained Early Years Professional Status and the deputies both have early years qualifications to degree level. Training is highly valued and all staff are fully encouraged to pursue their professional development with regular updates. As a result, children's needs are met by a well-trained and motivated staff team. By incorporating the views of all parents and children, the setting ensures that development and improvements are prioritised and acted upon. For example, following several enquiries from parents, the setting laid on sessions targeting behaviour management and introducing strategies and ideas for parents to consider.

The setting has a commitment to ensuring children are fully safeguarded at all times. Staff are knowledgeable with regard to child protection matters and all concerns are followed up and referred if necessary to the appropriate authority. Policies and procedures in place ensure staff suitability, including induction for any new staff joining. All volunteers are given clear guidance as to expectations and how they can best enjoy and help the children when they attend, and to ensure the highest standards of safeguarding are observed. Comprehensive and rigorous risk assessments ensure the environment and equipment are maintained to high standards to promote children's safety, and adaptations are readily undertaken where these are identified as being of help. For example, staff have highlighted the steps with yellow tape to guide children and reduce tripping hazards as they enter and leave the playrooms to use the garden.

The partnership with parents is very highly valued and strenuous efforts are made to ensure that parents are well informed at all stages regarding their child's welfare and education. Information is displayed on notice boards, in newsletters and verbally when children arrive and depart sessions. A daily communication book builds the relationship between the key person and the child's family, and the children's development profiles are shared openly with families. Parents are positively encouraged to contribute photographs, comments and ideas, which in turn inform their child's unique planning.

The setting is well established and a full set of policies and procedures underpin daily practice and support children's welfare, and the setting enjoys safe and efficient management as a result. The open-door policy welcomes parents and carers at any time, and parents say they feel their views are valued and they are listened to as they find staff approachable and friendly. Links with other settings are constantly reviewed as some children attend elsewhere for some sessions due to a variety of reasons. The setting fully understands the need for confidentiality and why it is important to share some information to ensure continuity of care and learning for children.

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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|-------|-----------|-------------|

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|---------|--------------|--|
| 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

| | |
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| Unique reference number | EY448246 |
| Local authority | Essex |
| Inspection number | 894540 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 40 |

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|------------------------------------|-------------------------------|
| Number of children on roll | 84 |
| Name of provider | Hawkesbury Pre-School Limited |
| Date of previous inspection | Not applicable |
| Telephone number | 01268 514045 |

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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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