

Hambleton Pre-School

Hambleton Youth Hut, West Street, Hambleton, WATERLOOVILLE, Hampshire, PO7 4RW

Inspection date	01/03/2013
Previous inspection date	09/12/2010

The quality and standards of the early years provision	This inspection:	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 take part in play activities with enthusiasm because staff provide an appealing, stimulating and well resourced environment.
- Staff interaction is good and supports children well in developing positive relationships with others.
- Effective partnerships with parents means that children's progress at home and pre-school are shared and used to plan for their next steps in learning.
- The committee and senior managers encourage a good level of professional development for all staff.

It is not yet outstanding because

- there are missed opportunities for staff to extend and challenge children's play and exploration, specifically for older and more able children.
- systems for self-evaluation that target areas for improvement are not fully embedded in practice.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of staff suitability including recruitment and vetting procedures, and staff qualifications.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector held discussions with the manager about the management structures, self evaluation and development plans.
- The inspector observed children's play and learning activities, together with staff interactions in both the indoor and outdoor environment.

Inspector

Ben Calder

Full Report

Information about the setting

Hambledon Pre-School re-registered in their new premises in 2009 which is situated in the youth hut, adjacent to the village hall in Hambledon in Hampshire. The group is a Public Limited Company by Guarantee with charitable status and serves children from the local community. The group caters for up to 26 children who attend on a sessional basis. There are currently 18 children in the early years age group on roll. The setting supports children who have special educational needs and/or physical disabilities and who have English as an additional language. The setting operates from 9.00am to 12.15pm on Tuesday and Thursday. This extends to 3.00pm on Monday, Wednesday and Friday for children staying for lunch and an afternoon session. Children attend a variety of sessions. There are currently five practitioners working directly with the children of which all hold relevant early years qualifications. This pre-school is registered on the Early Years Register.

What the setting needs to do to improve further

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

- foster a culture of mutual support, teamwork and continuous improvement through self-evaluation

- further develop the adult's role in supporting children's play and exploration, specifically for older and more able children by joining in play sensitively, fitting in with children's ideas and encouraging children to try new activities and to judge risks for themselves.

Inspection judgements

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

The pre-school offers children an inviting and interesting environment to play and learn imaginatively. The indoor provision provides a broad range of toys and activities which support children's learning across all seven areas. Children benefit from interesting experiences which they are eager to share and talk about. For example, children are interested in recreating a 'We're going on a Bear Hunt' story. Staff support the children to set up the garden so they can splash through water and squelch through mud in search of a toy Bear. Children enthusiastically re-tell the story and complete the actions, for example. Children have open access to an outdoor area that provides further opportunities for extending physical skills through running, jumping and riding.

The educational programmes offered by staff help all children to reach the expected levels in all areas of development. This is because staff provide a good balance of free play and adult-led activities. Consequently, most children develop a strong exploratory and independent approach during their play. There is a high emphasis on developing children's personal, social and emotional skills, demonstrated by the strong relationships children have with each other and members of staff.

Children make good progress in their learning, taking into account their starting points and the length of time they have been attending. This progress is due to the support and guidance staff provide as the children choose activities. Generally, staff are observant and responsive to opportunities to join in play, which stimulates children's interest. For example, staff introduced folders, pens and paper when playing in the garden so children had opportunities for explore mark making. However, there are missed opportunities to extend and challenge children's play and exploration, specifically with the older and more able children.

Staff demonstrate a good knowledge and understanding of the learning and development requirements and consequently children are making good progress. Overall, systems used by staff to observe and track children's progress are effective. Children's learning journals include useful observations about children's progress, photographs, and planning for their next steps in learning and development.

Good systems are in place to obtain children's starting points from parents when they first join the Pre-school. Parents can discuss their children's learning and development progress with their child key person. There are sound links in place with outside professionals to support children who may require additional support.

Overall, children are working within the typical range of development expected for their age, across all seven areas of learning. Children are interested in a wide range of toys and activities and are keen learners. This, together with effective support overall from staff, for children to acquire skills, means they prepare well for their future development when they move on to school.

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

A key strength of the pre-school is the strong bond that staff develop with all children. The key person works closely with each child and their family to understand and meet their individual needs. This well established system helps children to feel settled and develops their confidence during their time at pre-school. Parents comment that they are happy with the settling-in process, which enables all children to adjust to the new surroundings.

Children's behaviour is good, as adults support them to understand the pre-school rules. Children learn to play co-operatively and take turns, and show genuine care and concern for each other. Children receive lots of praise for their achievements and positive, including through an effective use of the Caterpillar reward chart, where children can earn special toys and activities for their positive contributions. Children show pride in learning

new skills due to the creative use of a Wow board which recognises children's achievements and the development of new skills. As a result children's self-esteem and confidence are strong and they gain good skills for the future

Children are encouraged to lead healthy lifestyles through plenty of physical play opportunities and the good range of healthy snacks. Snack time is an opportunity for children to learn about healthy lifestyles as they enjoy positive interactions with staff and each other. Children help themselves to a range of healthy and nutritious foods that give them choice and help them to think about a healthy diet. They are encouraged to pour their own milk or water and spoon out their own fruit. Children know that they need to wash their hands before eating and learn about the benefits of healthy choices. Staff record children's nappy changes and make sure they check their nappies regularly to keep children clean and dry. Children understand how to keep themselves safe, for example, they tidy away resources after play to reduce the risk of tripping hazards and keeping themselves safe when using tools such as scissors.

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

The leadership and management of the pre-school instigate effective safeguarding procedures for child protection and recruiting suitable staff. The named child protection officer has a good knowledge of child protection procedures and fully understands the responsibility to protect the welfare of children. All staff have a good understanding of the safeguarding requirements. They know the possible signs that a child is at risk of harm and understand fully what to do if they have any concerns about a child. They regularly review policies and procedures to help ensure that they are up to date and they maintain children's safety using effective risk assessments.

The committee and manager demonstrate a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The pre-school delivers engaging activities across all areas of the educational programmes in order for children to progress well towards the early learning goals. Overall, all children are making good progress in relation to their starting points and capabilities. Monitoring procedures for capturing children's learning and development are effective and inform planning for children's next steps. The key person system is working well, so each child has a special person who cares for them. This means that children are confident and ready for school or the next stage in their learning.

An effective yearly appraisal system is in place to address staff training and professional development needs. Staff are very keen on participating in training to further build on their knowledge and understanding of early years practice. A thorough induction programme ensures all new staff know what their duties and responsibilities are, in terms of the staff team.

There are effective systems in place to work in partnership with parents and carers. Staff value parents' contributions regarding their children's progress. They fully involve parents

in the completion of the two year progress check when their child starts attending the pre-school. Parents receive feedback at the end of each session and meet their key person each term to discuss their child's progress. Parents report that their children are settled and happy and that the staff are "always happy, friendly and really helpful". Staff foster sound partnerships with other early years settings to provide continuity of care for children who attend both settings. There are excellent partnerships in place with the local school that effectively support children's move to full time education.

The manager and staff make good use of self evaluation to develop all areas of learning and development through ongoing observation, constant discussion, and regular team meetings. However, there are no systems in place to produce a comprehensive development plan to link identified priorities and plans for improvement. The pre-school has addressed, with success, all recommendations made at the last inspection.

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 action. 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	EY404674
Local authority	Hampshire
Inspection number	903030
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	18
Name of provider	Hambledon Pre School
Date of previous inspection	09/12/2010
Telephone number	0239 263 2242

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

