

# White Hill Pre-School

White Hill, Chesham, Buckinghamshire, HP5 1AG

<b>Inspection date</b>	18/04/2013
Previous inspection date	03/02/2011

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

- Staff make very good use of the premises. They use a 'loft area' for a library and quiet area and have recently improved the outside area with a suitable play surface and secure fencing.
- Staff value working in partnership with parents and effective relationships between staff and parents ensure children's individual needs are met and a welcoming environment is provided to all.
- Staff motivate children to learn through the purposeful and fun play activities indoors and outside.
- Children are happy, keen to learn and rapidly growing in self-assurance because of excellent relationships with staff. All children make good progress in relation to their starting points and capabilities.

### It is not yet outstanding because

- Staff have not yet fully enabled home languages, for bi-lingual children and those learning English as an additional language to be brought into their play.
- Staff have yet to develop a fully effective relationship to share information with the other settings that children attend.

## 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 observed activities and routines in the playroom and outside play area.
- The inspector looked at a sample of children's individual profiles, and a selection of relevant policies and procedures.
- The inspector carried out discussions with the staff at appropriate times throughout the session and undertook a joint observation of an adult directed activity with the manager.
- The inspector also took account of the views of parents and carers spoken to on the day and information included within the self-evaluation.

## Inspector

Sheila Harrison

## Full Report

### Information about the setting

The White Hill Pre-School was registered in 1997 and is on the Early Years Register. It is owned and managed by a private provider. It operates from an upstairs room within White Hill Community Centre, Chesham, Buckinghamshire. The pre-school has access to a fully fenced outdoor area

The nursery employs five members of child care staff. Of these, one has Early Years Professional Status and three hold appropriate early years qualifications to at least level 2.

The pre-school is open from 9.15am until 2.45pm every day during term time except on Tuesdays when it opens from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 30 children attending who are in the early years age group. The nursery provides funded early years education for two-, three- and four-year-old children. It supports a number of children who are learning English as an additional language.

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

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

- enhance opportunities for children whose home language is other than English, to use their home language within their play and learning
- develop further the arrangements for sharing information and partnership working with other providers that children attend in order to fully support children's learning and development.

### Inspection judgements

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

Children are happy and busily involved in purposeful play. Staff provide rich and varied experiences based on their knowledge of the children's interests. They ensure that favourite toys are readily available to quickly engage children in their play. Some children enjoy puzzles and the staff ensure a favourite challenging puzzle is available. Staff's thorough knowledge of the areas of learning and a clear understanding of how children learn informs the planning process. They set up the outside play area to help children explore through their own ideas and first-hand experiences. Children use a large piece of plastic piping to move water from one container to another. Staff encourage children to

use the resources in different and imaginative ways. Children then continue to use the pipe to explore making and listening to sound as they use this as a sound tube.

Children have great fun playing with their friends and initiating their own games. Staff pay attention to how children engage in activities and support their confidence. An older child starts to hang from the low beams and staff give valuable instructions on how to land safely. The child then encourages other children to join in and passes on the skills learned. This success helps children to learn from each other, review their progress and develop their motivation to learn.

Children are continuing to make good progress in their learning and development as staff closely observe them at play. Staff record children's progress thoroughly and use this information well to plan precisely the next steps in their learning. This enables the children to develop appropriate skills and attitudes for the next stage of their learning. Staff understand the different assessment processes, such as the EYFS progress check at age two. This ensures any need for additional support for children can be identified, shared with parents and acted upon promptly.

Children's communication and language skills are very well developed. Children are helped to develop their facial muscles which will help to develop clear speech as children see what happens as they blow tissue paper indoors and this continues outside as they play with bubbles. This also support children to continue their explorations and observations. Children are entranced as staff skilfully tell the traditional tale of 'Three little pigs'. The use of models to enact the story helps the children to order events coherently by using talk and actions. Children eagerly join in with the refrain, concentrate and confidently ask questions. This helps them to be ready for the next stage of their learning and ready for school. Staff use gestures and a few words of each child's home language to help bi-lingual children and children learning English to settle well. However, they are few resources for children to hear their home language in their play and learning. Staff listen to children and treat them with respect. They encourage children to choose and use the resources in the junk modelling activity to plan and execute their own ideas.

Strong links are in place between pre-school and home. Parents are encouraged to see their children's learning record and to discuss their child's progress with their key person at times convenient to the parent and at the parents' evenings. Staff invite parents to give details of their children's learning at home and give ideas that will help their children to make progress. This helps to support children's learning at home.

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

Children are learning a good awareness of the space around them and to move confidently indoors and outside. Children use the stairs up to the loft area so they can see all the activities and other children playing below. In the loft there is the library area for children to enjoy books in these comfortable surroundings. The confidently use the hand rails and stairs on the route to the outdoor play area. Staff watch closely and support the children appropriately to climb on, walk and return along a sloping wall with railings.

Children greatly enjoy the risk in the challenge and learn to keep themselves safe. This strongly supports children's physical skills and their awareness of how to keep themselves safe.

Staff encourage children to settle easily as they work closely with parents to support children's care needs effectively. Children learn to take turns and share through the sensitive interaction with the staff. Staff offer to play a turn taking game chosen by the children. A large sand timer is used to restrict the time on the computer. Younger children make a mark on a white board, whereas older children write their name on a board, and this gives an indication of when it will be their turn. Staff encourage children to be independent. Younger children are gently encouraged to try and put on their own coats and older children progress to do up their zips and buttons for themselves.

Children's good health is promoted well. They are learning about the importance of personal care routines, such as hand washing before eating, through discussion and the daily routine. Children are offered a variety of nutritious foods at snack time which encourages them to eat a healthy diet. Information is available for parents on the healthy contents of lunch boxes. Lunch time is a social time and staff sit with the children eating their own lunch. Staff are included on the conversations about the properties of the fruit and discuss the flesh and pith of the orange. Staff help children to understand what a word is by pointing out words within the environment, such as on the drink packets.

There are close relationships developing with the local schools as teachers visit the children in the pre-school. Staff are collecting class pictures of school children in their school uniform to share with the pre-school children to help them be well prepared for their move to school.

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

Staff have a good understanding of how to meet the welfare requirements. They acknowledge their responsibilities to safeguard the children attending and understand the procedures to take if they have a concern about a child in their care. Staff regularly complete safeguarding training and a paediatric first aid qualification to keep their knowledge and qualifications current. The staff team is long standing team with very few changes and they have formed a secure bond with each other. There are effective recruitment and checking systems to assess that staff are suitable for their role of working with children and remain suitable to do so. The risk assessments and daily checks on the environment help staff support children's safety and therefore allow them to play safely indoors and outside. The pre-school shares their policies with parents on admission and these are readily available on the pre-school's website. Parents therefore understand the procedures in place that support their children's health, safety and well-being. Parents report they are very happy with the care and support their children receive.

Staff have strong links with the other professionals that help children and they inform parents of local resources such as a 'speech therapy drop in clinic'. The pre-school has a

suitable relationship with other carers such as nannies and grandparents and is beginning to form relationships with other early year's settings children attend. However, the sharing of children's next steps for learning and future plans is less consistently managed to fully integrate all aspects of care and learning with them.

The staff team are committed to the continuous evaluation and improvement of their practice. All of the staff team actively contribute their views and opinions. Staff evaluate information on children's progress within the pre-school. This ensures that they offer a full range of learning opportunities across all the areas of learning to enable children to make as much progress as they can. Staff make good use of the guidance document *Development Matters in the Early Years Foundation Stage* to ensure their planning successfully supports and extends children's current learning and development. Staff review the routine and try other strategies as necessary. For example, when children go into the garden they now take the younger children first, as they take longer to get ready. This reflective approach to development illustrates the determination of the leadership to drive continual improvements. This demonstrates their commitment to continually improve the opportunities for children to achieve, through the development of consistently high quality provision.

## 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

<b>Unique reference number</b>	108056
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	813333
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	15
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Deborah Jane Chamberlain
<b>Date of previous inspection</b>	03/02/2011
<b>Telephone number</b>	07762165087

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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, 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.

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