

North Holmwood Pre-School

Inspection report for early years provision

Unique reference number	122675
Inspection date	14/02/2011
Inspector	Ann Moss
Setting address	North Holmwood Village Hall, Spook Hill, North Holmwood, DORKING, Surrey, RH5 4JP
Telephone number	01306 883502
Email	
Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

North Holmwood Pre-School has been registered since 1984. The pre-school is managed by a committee and operates from North Holmwood Village Hall, near Dorking, Surrey. Children have access to the main hall and an adjoining smaller hall with toilet facilities available. All children share access to a secure enclosed outdoor play area. The pre-school serves the local area and children attend from the surrounding towns and villages.

The pre-school is registered for 26 children from two to eight years. There are currently 30 children on roll. This includes 14 funded four-year-olds and 11 funded 3-year-olds. The pre-school makes provision for children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school is open from Monday to Friday, term time only, from 09:15am to 12:15pm. Afternoon sessions are offered during the spring and summer term, depending on demand. The pre-school employs seven members of staff. Of these, three hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff provide a warm and welcoming environment. Information obtained from parents ensures that the uniqueness of each child is identified and respected. Systems in place to evaluate the provision and identify areas for improvements are satisfactory. One statutory requirement is not in place, which places children at risk. Despite these shortcomings children enjoy a suitable range of experiences overall, and progress steadily in their learning and development in relation to their starting points.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the system for record keeping by ensuring all records for the safe and efficient management of the setting are available for inspection by Ofsted (Documentation) (also applies to both parts of the Childcare Register) 09/03/2011

To further improve the early years provision the registered person should:

- extend the process for carrying out risk assessments to include all outings undertaken by children, in order to minimise risk
- develop the process of self-evaluation to identify priorities for development and ensure the views of parents and children are fully incorporated
- improve the systems for observations to ensure children's assessments link closely to the planning and children's next steps, to challenge their learning and help them build on what they already know and can do

The effectiveness of leadership and management of the early years provision

Overall, the systems in place ensure children are sufficiently well safeguarded. All staff has been suitably trained according to their level of responsibility and duties are met, and the arrangements and policies for safeguarding are in line with regulation and systematically reviewed. An effective procedure is in place for identifying any child at risk of harm and liaising with the appropriate agencies. Suitable vetting and recruitment procedures are in place and staff complete appropriate risk assessments and eliminate any potential risk to children; however, staff does not keep the required documentation pertaining to staff suitability and risk assessment available for inspection, as required in regulation. This means their effectiveness cannot be fully assessed. There is a risk assessment in place for outings, however, this is not site specific and staff do not risk assess all outings undertaken. This has implications for children's safety and wellbeing. Children are beginning to learn to be safety conscious and keep themselves and others safe through their participation in activities such negotiating the climbing frame and taking part in fire evacuation procedures.

Staff plans an environment that is conducive to children's learning. Resources are of good quality and mostly used well to achieve the planned goals for learning and development. There are good resources reflecting positive images of ethnic and cultural diversity, which provide opportunities for children to develop respect for difference. Staff adapts the service they provide to accommodate children with learning difficulties and/or disabilities.

The staff creates suitable partnerships with parents to ensure they understand and are able to meet children's individual needs. Information boards display useful information, news letters and parents meetings help to keep parents sufficiently well informed and parents comment that they are happy with the level service provided. The staff develops strong links with other professionals and agencies to support transitions and ensure a consistent approach to practice. Staff are sufficiently well motivated to seek further improvement and draw on the quality improvements tools available, for example the Early Childhood Environmental Rating Scales (ECERS) They mostly accurately monitor and assess the progress and well-being of children and the quality of teaching and learning. However, target setting is not clear or based on accurate assessment information and does not always provide sufficient challenge to drive improvement. Although the setting is managed by a parent committee, parent's views are not sufficiently sought to influence continuous development, for instance through annual

questionnaires

The quality and standards of the early years provision and outcomes for children

Children are happy and settled in their environment and demonstrate a sense of belonging. The key person system and settling-in-procedure is tailored to take into account the differing needs of individual children so that they happily separate from the parents and carers and feel safe. Children are generally well behaved; they know what is expected of them because boundaries are consistently applied by staff. They are praised for their efforts and achievements, which supports their self-esteem.

Staff work well with children, listening to what they say and encouraging them to express their own ideas and seek out new interests. Key persons observe and assess children in their play, evaluate focused activities and make notes of what children can achieve, however, staff does not uses these effectively enough to support personalized learning. Plans do not consistently identify how activities can be adapted to offer sufficient challenge to more able children. Staff record children's progress in their learning journey, which are accessible to parents to view and add comments. However, the vast majority of learning journeys were not available for inspection, so the full impact on children's progress could not be fully assessed.

Overall, most children make steady progress in their learning; they are broadly content, settled and willingly take part in activities. The indoor environment is stimulating with a wide range of creative activities and materials available for children to engage and experiment with. Most children show care of their environment and independence in selecting their own resources. They play in a language rich environment; they have free access to books and writing equipment and enjoy talking to the staff and their peers. Staff know each child sufficiently well and talk to them about what they are doing to encourage them to think for themselves, for example, they ask questions about colour, number and size. Gestures and simple words are used for children with speech and language delay to ensure they are fully involved in all activities within the pre-school. Children enjoy using their imagination creatively, for example, they construct with wooden bricks and dress up as part of their role play. Children show curiosity and explore sand, water and paint. Children enjoy part of the session outdoor. The immediate outdoor area is restricted in size which restricts the opportunities to broaden this part the curriculum. Staff plan some outings within the local community raising children awareness of the world around. Most children are beginning to learn good skills for the future through a variety of means. They have the use of a computer and confidently use electronic toys. They enjoy interacting with the staff and their peers and learn about valuing each other through a good range of toys and equipment that promote positive images of diversity. Children learn about different cultures and beliefs by celebrating the different festivals. Most children come into the pre-school wearing the colour red to raise money and to help them gain an understanding of the needs of others. Children are beginning to show an understanding about healthy lifestyles. They

follow appropriate personal hygiene routines for instance the washing of hand hands before snacks. Parents provide healthy snacks, such as fresh fruit and drinks.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in Early years report 02/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in Early years report 02/03/2011