

Hawley Pre - School

Holy Trinity Church Hall, Vicarage Road, CAMBERLEY, Surrey, GU17 9BN

Inspection date	10/07/2013
Previous inspection date	11/01/2013

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 are happy and settled due to the good relationships they build with staff and their friends and the opportunities they have to be included in everything on offer.
- Children are very confident and self-motivated because staff give them uninterrupted time to play and explore, and offer support when needed.
- Staff have a secure knowledge and understanding of how to use the choices children make during their play to successfully promote their learning and development.
- Children's individual needs are well met, including children who have special educational needs and /or disabilities, due to the good partnership with parents and other agencies.

It is not yet outstanding because

- Children's ability to concentrate during large group discussions is not always successfully fostered.

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 in the inside and outside play areas.
- The inspector completed a joint observation with the manager of the provision in the outdoor play area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and the improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection and from documentation.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Hawley Pre-School registered in 2011 and is run by a committee. It operates from Holy Trinity Church Hall in Blackwater, near Camberley in Surrey. Children have access to a large hall, toilet facilities and an area for outdoor play. The setting opens five days a week during school term times. Sessions are from 9am to 3pm on Monday, Wednesday and Friday and from 9am to 12pm on Tuesday and Thursday. The setting is registered on the Early Years Register. There are currently 63 children on roll aged from two to four years. The setting is in receipt of funding for the provision of free early education to children aged three and four. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are nine part-time staff working with the children, of whom eight hold appropriate qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- review the organisation and delivery of large group discussions, to strengthen children's ability to concentrate in preparation for their future and starting school.

Inspection judgements

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

Children make good progress in relation to their developmental starting points. This is because staff know children well and have clear aims for their learning, which are shared with parents. This includes summaries of children's progress between the age of two to three years. Children are provided with a positive and exciting learning environment. Staff give them uninterrupted time to achieve their aims, join in their play and provide support when needed. Consequently, children show enthusiasm as they make discoveries and learn. Staff constantly listen to children and skilfully question them during activities to extend their learning. Parents are fully involved in their children's learning. Staff ask them to share photographs and information about events in children's home lives, which they use as a talking point with the children.

Children are confident communicators and are keen to tell adults about their achievements. Staff develop children's ability to engage in conversation on a one-to-one basis, for example as they sit with children on milk crates and talk about the weather and insects they do not like. Staff suggest and provide small group activities that build children's vocabulary, such as sound lotto games. They encourage other children who

show interest to join in by helping them play the game from a distance and then move closer to join the others and be fully involved. Large group discussions are not always effective in fostering children's concentration skills. Staff encourage children to listen and respond during large group registration times. However, when children are in a large group, they are so keen to talk with each other; they sometimes do not focus on what adults are saying. This reduces their ability to concentrate when others are speaking and develop some of the skills they need for their future and starting school. Children show agility and good co-ordination as they play football, swing from old tyres and roll hoops along the ground. They develop their balancing skills as they climb in and out of a large cube and use the good range of outdoor resources to create their own physical challenges, for example as they move and stand on milk crates to throw balls into a net.

Staff promote children's interest in books as they suggest that children read familiar stories to other children while they are playing outside. They respond to children's interest in using alphabet books as they help them recognise the letters in their name and the related sounds. Children show enthusiasm as they write their name and attempt to write the name of their favourite footballer. They show great interest as they observe and talk about the features of living things. For example, when they arrive at the provision, they look at butterflies that have hatched in a net and say they are going to release them into the garden. Children have good opportunities to understand the world through outings and visitors who come to the provision. Staff provide children with clear guidance as they use an accessible computer, which helps them to operate simple programs. Children develop their senses as they play inside a large sand pit, use modelling dough, paint and mix colours. They play imaginatively as they dress up and sing spontaneously as they make sounds using tools and upturned metal bowls in the mud kitchen. Staff join children during their play and help them fill buckets and turn them out to make mud pies. Children smile with enjoyment as they move freely and energetically to pop music.

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

Staff form close relationships with children. This can be seen as on arrival at the provision children approach them and give them a big hug. Staff help children separate from their parents as they confidently take control, reassure children and ask them what they would like to play with. Children form very good friendships and greet and talk to each other in an animated way, for example as they say 'you're the best'. They often include others and often choose to play in small groups as they use the resources. Children show great independence, for example as they decide to fill large watering cans and take them to the outdoor mud kitchen. They are very well behaved and learn to take turns, as staff help them to share favourite resources, such as a swinging tyre suspended from a tree. Children are provided with a good variety of healthy snacks and drinks that take account of their individual dietary needs. Their good health is promoted through lots of opportunity to be active both indoors and outdoors.

Children are provided with well-resourced indoor and outdoor play areas that extend their learning. Staff set up lots of activities outdoors. They make real resources, such as safety helmets and signs, old pipes, bricks and tools available in an outdoor mud kitchen.

Consequently, children develop a strong exploratory approach during their play and often choose to use the resources in different ways; for example, with friends they decide to hide in a small space behind a construction sign and talk. Children learn about their own safety as staff remind them not to use climbing equipment while wearing long dressing-up clothes. Children and parents are fully included in the provision. Staff display words and script in children's home languages and embrace contributions parents bring from visits to other countries, for example cakes from Bulgaria and good luck money charms and fortune cookies to celebrate Chinese New Year. Staff plan activities to promote children's awareness of diversity. Children try different food and take part in traditional dances, for example in relation to St Patrick's Day. Staff have recently introduced home visits before children start at the setting to help the transition between home and the provision. Teachers from local schools visit to talk with key persons and share information about children's individual needs before they start school. Children get to know the local school because staff plan activities such as sports days in their grounds.

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

Staff have a secure knowledge and understanding of child protection procedures and know what action to take to safeguard children's welfare. They complete risk assessments to maintain children's safety and take action to reduce hazards. For example, they make sure children are supervised at all times when using outdoor play areas that are out of sight. Children are secure within the premises. All staff have appropriate checks completed to show they are suitable to work with children. However, the inspection was brought forward following internal checks completed by Ofsted, who completed an investigation visit. During the visit it was found that the provider had breached the regulations by not notifying Ofsted of changes of committee members, resulting in suitability checks not being completed. The provider took immediate action to ensure this does not happen again, by working closely with the committee to ensure any changes are reported to Ofsted.

Staff attend a wide range of training courses that extends their knowledge and personal development. They evaluate what they learn and how it can be used to make improvements to the provision. Staff monitor, discuss, evaluate and adapt activities to ensure children are provided with challenge. They use their positive and focused approach to immediately respond to children's interests and extend their learning. Self-evaluation is good. Staff have started to use questionnaires to seek and act on parents' ideas for improvement. As a result, they have recently introduced new initiatives to improve communication. Parents now receive regular newsletters with information about forthcoming activities and outings, as well as detailed information about how they can support children's learning at home. This includes practical suggestions about how to help children listen, speak and learn the sounds of letters in words.

The recent implementation of a new pre-school committee has enabled the manager and staff to feel supported and implement new initiatives. Since the last inspection, the manager has worked closely with the committee to identify and drive improvement. For

example, artificial grass has been fitted in the outside play area, which means children can play safely outside all year round. Staff have also introduced a home communication book to share daily information with parents about children's care needs. There are plans in place for next term to make children's learning journeys more accessible to parents and to continue to consult the committee through formal and social events. Recommendations made at the last inspection have been met.

Partnership is good. Staff work closely with parents and other agencies to meet children's individual needs. Children with special educational needs and/or disabilities receive lots of one-to-one support. Consequently, they make rapid progress in all areas of their development. Staff attend Makaton training and work closely with parents to understand children's attempts to use new signs. They visit other early years provision to share information about children's ongoing development, which means children are provided with continuity in their care and learning. Parents' comments during the inspection were extremely positive. For example, they said 'I think the nursery is very inclusive and supportive and it is very much us working together to find a solution rather than just me suggesting things' and 'the staff are fantastic and the resources are really good'.

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	EY424470
Local authority	Hampshire
Inspection number	924533
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	63
Name of provider	Hawley Memorial Hall Pre - School Committee
Date of previous inspection	11/01/2013
Telephone number	07970 924725

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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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