

Harthill Pre-School

Harthill Junior and Infant School, Pre-School Unit, Union Street, Harthill, Sheffield, South Yorkshire, S26 7YH

Inspection date	19/07/2013
Previous inspection date	18/01/2012

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

- There are a wide variety of interesting resources and activities that support independent investigation and help children to make strong progress from their starting points across all areas of learning.
- Parents are actively involved in the assessment of, and planning for, children's learning. This means they have a thorough understanding of their child's development so are able to promote their learning at home.
- Children have very strong peer relationships with both adults and children because practitioners work hard to help them understand and tolerate each other's differences.
- Children receive high levels of support during transition because robust partnerships with school and outside agencies ensure their emotional needs are supported during periods of change.

It is not yet outstanding because

- On occasions, children's ideas are not fully explored because practitioners ask them closed questions where open questions would prompt more investigation.
- The school setting is not actively involved in the self-evaluation of the provision so their views are not always sought when the provision is assessing ways in which they can improve their service.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment.
- The inspector held meetings with the manager and registered person of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and discussed the provider's improvement plan.
- The inspector took account of the views of a parent spoken to on the day.

Inspector

Nicola Dickinson

Full Report

Information about the setting

Hartill Pre-school was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Harthill area of Sheffield. It is a voluntary organisation, managed by a committee of parents. The pre-school serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are from 9am until 12pm and 12.10pm until 3.10pm. Children attend for a variety of sessions. There are currently 19 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- enhance children's investigations by increasing the use of open-ended questioning, to help them fully explore their own ideas and lines of questioning
- enhance the current self-evaluation process by actively seeking the views of the primary school staff and involving them in devising plans for future improvements.

Inspection judgements

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

Practitioners in the pre-school have a detailed knowledge of the Early Years Foundation Stage. The setting is friendly and lively, with a wide range of well-planned stimulating activities, both indoors and outside. The setting is on the same site as the local primary school and children share their outdoor area with the foundation stage classroom. This means they are able to use the large number of resources which are available to the school children, such as outdoor games. The setting works in partnership with the foundation stage teacher to plan educational programmes that prepare children for

moving on to school. As a result, adult-led activities for older children are structured to focus on the specific areas of learning, such as the use of technology and mathematical skills. Practitioners are skilled in using sign language to promote language development with children who have difficulty in communicating. The 'sign of the week' shares some everyday words, such as 'please' and 'thank you', with parents so that they can support their children at home. Development and assessments show that children make rapid progress from their starting points, across the prime areas of learning, and when they enter school they have very good communication and language skills.

The nursery obtains information about children's interests, next steps and their starting points, from their parents. This is regularly updated through discussions with parents and the use of an 'Achievement Board', where both children and parents can add information. Parents are also invited to contribute to planning and their ideas are taken into account, for example, more outdoor activities for 'stay and play' sessions. This enables practitioners to develop individual learning plans that are tailored to target the needs of each child and focus on the skills they have already acquired. As a result, children are presented with adult-led activities that challenge their thinking and help them to extend their skills, such as early phonics sessions. Parents are able to participate in a variety of sessions where they can stay in the setting and work with their children. This helps them to have a thorough understanding of how high quality teaching helps their children to make strong progress towards the early learning goals. Activities, such as parish walks, also give parents suggestions to promote their children's learning and development at home. Parents comment that practitioners 'encourage the kids with their differing abilities', and because of this they make fast progress, excelling in some areas.

Learning records are available for parents to view and regular discussions with key persons keep them informed about how their child is meeting the expected milestones for their age. They are also given age-appropriate homework activities to help prepare their children for the move to school. The required progress checks at age two have been completed and shared with all relevant partners. End of year reports give parents a summary of their children's progress across the seven areas of learning. The nursery has excellent partnerships in place with other professionals and the local primary school. The support they offer children and parents during transition, such as accompanied visits to school, is excellent. Detailed assessments ensure information shared about children's learning is accurate and precise.

Detailed observations and assessments provide a comprehensive record of children's progress. Practitioners have a very good understanding of where each child is in their development, which ensures children are provided with purposeful and developmentally appropriate educational programmes. All practitioners in the setting have high expectations for each child and they are dedicated to helping them achieve the targets set for them. This offers them challenge and enhances their learning experiences because they reflect their preferences for learning. For example, children enjoy working together to solve puzzles on the computer. Skilful questioning by practitioners encourages them to try and answer their own questions before they give them the answer. However, there are occasional instances, where practitioners ask closed questions, when open questions would facilitate further exploration of ideas.

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

Children enjoy outdoor play in all weathers. They are free to access the well-equipped outdoor area whenever they wish. They also have use of the school field where they participate in sports activities and team games. They can also access the school hall where they use large apparatus for balancing and jumping. This means they develop physical skills, while learning how exercise supports their overall health and well-being. A varied selection of resources, for example, painting activities, water and sand play, and play dough, ensure all children are able to participate to the best of their ability. Children's safety is given high priority without restricting their independent exploration because practitioners are vigilant at all times ensuring children are well supervised and kept safe. Children are encouraged to risk assess for themselves and are developing a good understanding of how to keep themselves safe. For example, they discuss whether it is too hot to play outside, they make sure they are all wearing hats and remind each other that they need sun cream if they do go out.

The setting takes an active role in community events, such as participating in the annual carnival, and this helps children to develop their understanding of the world around them. Children are learning to tolerate each other's differences and this is demonstrated through the strong peer relationships they are developing both with staff and each other. They develop their understanding of equality and diversity through everyday discussions and a variety of resources and activities. For example, they listen to stories that explore different cultures and participate in role play. Children with special educational needs and/or disabilities are fully included in the setting and through effective teaching children begin to understand the needs of others. This is helping to prepare them for the larger social environment of school.

Through everyday routines and group activities, children are learning to negotiate, share and help each other. As a result, even children who are new in the setting are developing very strong peer relationships and demonstrate behaviour which is kind and thoughtful. For example, they bring their favourite toys from home on 'fun days' and share them with their friends. Clear, simple explanations, appropriate to their stage of development, support a growing understanding of right and wrong. The nursery works closely with parents to implement behaviour management plans for children, therefore ensuring boundaries are consistently reinforced. Parents value the nursery's contribution to their children's lives and comment that practitioners 'get to know the parents and children really well', children have 'loads of confidence', and it is 'very friendly'.

Short settling-in sessions help to smooth transition, providing some continuity in children's care. Parents are invited to stay in the setting whenever they wish and as a result, they know that their children are secure and settled. A robust key person system ensures children develop very secure attachments early in their care and receive consistently high levels of support. Children with special educational needs and/or disabilities receive one-to-one support where necessary and this ensures their needs are met at all times. Children in the nursery show they are very happy and settled. They are self-assured around visitors and are keen to share their learning experiences by giving visitors a 'guided tour' of the premises. For example, they point out the pumpkin they are growing for Halloween. They

demonstrate their confidence by independently choosing resources and chatting freely about their friends. The support children receive to prepare them for their transition into school is outstanding. They enjoy a number of transition visits to the school to familiarise them with routines. They are already familiar with the Early Years Foundation Stage teacher and some of the children from their new class, because they join in with them every day during outdoor play. As a result, children from the setting are excited about their move to school.

Children enjoy a wide variety of healthy snacks, some of which they have grown themselves, such as carrots and strawberries. Children learn about personal hygiene through practical routines and this helps them to be independent in their self-care when they move onto school.

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

The manager has a comprehensive knowledge of the learning and development requirements. She works closely with the Early Years Foundation Stage teacher and the local authority outreach teacher, to ensure educational programmes target the needs of all children. Implementation of planned learning is closely monitored and practitioners evaluate children's experiences to ensure they offer them challenge. This helps them to maintain rapid progress across all areas of learning and development. Ongoing mentoring of staff is robust and this means training programmes are targeted to tackle any underperformance, and improve the skills of practitioners who are already knowledgeable. For example, how sign language contributes to developing early communication skills.

The pre-school is overseen by a voluntary committee of parents and they work in partnership with practitioners to drive improvement and raise the standards of the setting's provision. Through team meetings, development plans are devised that show a record of areas identified for improvement, and action taken to address them. For example, developing ways in which all parents, rather than just those present on the committee, can contribute to the evaluation of the provision. To ensure high standards are maintained, most users of the setting are actively involved in the evaluation of the provision, and their views are taken into account. Although partnerships with the local primary school are strong and well established, the setting does not yet seek their views when evaluating the provision so they cannot be sure the service they provide, fully addresses the needs of the school.

Practitioners in the nursery have a detailed knowledge of child protection issues and children's safety is given high priority. Entry to the setting is through the main school building where detailed records of visitors are maintained. Staff rotas and a register of the children's attendance, including when they arrive and leave, document that appropriate ratios are in place, at all times. The manager is aware of her responsibility for reporting incidents and records of any complaints are kept. The manager supports parents' understanding of the setting's practice by providing them with copies of the policies and procedures so they are clear about the service provided. Practitioners demonstrate a thorough understanding of their responsibilities for ensuring children are kept safe at all

times and clear whistle-blowing procedures are in place. Robust recruitment procedures make certain that practitioners are suitable to work with children. Daily checks ensure the environment is safe and suitable for children. Detailed risk assessments are in place and reviewed regularly. All practitioners hold a current first aid certificate, which means that they can give appropriate treatment if there is an accident to a child in the nursery's care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	303235
Local authority	Rotherham
Inspection number	926144
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	17
Name of provider	Harthill Pre-School Committee
Date of previous inspection	18/01/2012
Telephone number	01909 774 708

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

