

# Hulland Community Pre-School

Hulland C of E Voluntary Controlled Primary School, Firs Avenue, Hulland Ward, ASHBOURNE, Derbyshire, DE6 3FS

<b>Inspection date</b>	12/07/2013
Previous inspection date	25/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children settle well into pre-school and have formed secure attachments with their key person and staff.
- There is a stimulating well-resourced environment, which provides a range of suitable experiences to support children's growing independence and cooperation.
- Secure and trusting partnerships with parents have been developed, which makes a significant contribution to children's individual care, learning and development.

### It is not yet good because

- Staff cannot easily identify children's next steps in their learning, as individual plans are not clearly linked to the observation and assessment records.
- Monitoring of the delivery of the educational programmes is not always rigorous enough to ensure that each child is appropriately challenged.
- The outdoor area is not used regularly enough to promote children's all-round development.

## 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 held discussions with the manager and spoke to the chair of the committee, staff, children and parents.
- The inspector observed children in their play, focused activities, outside and snack time.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the pre-school documentation, improvement plan and policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

Hulland Community Pre-School opened in 1972 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary management committee and operates from rooms in Hulland Church of England Voluntary Controlled Primary School in Ashbourne, in Derbyshire. The pre-school is open Monday to Friday term time only. Monday, Tuesday and Wednesday from 8.45am to 3.15pm; Thursday from 8.45am to 1pm and Friday from 8.45am to 11.45am. Children have access to an enclosed outdoor play area.

Children attend for a variety of sessions. There are currently 27 children on roll, all of whom are within the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children. There are five members of staff, including the manager, who work directly with the children. Of these, five hold an appropriate qualification in early years at level 3. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that observation and assessment records are used effectively to plan for children's next steps so that they make good progress in all areas of learning and development.

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

- develop further the monitoring and evaluation of the educational programmes more rigorously, to implement well-focused plans that enable children to progress in all seven areas of learning and development
- support children's all-round development by increasing the amount of time spent in the outdoor environment in order to improve opportunities for learning.

## Inspection judgements

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

Children rush enthusiastically into the pre-school to play with the range of toys and resources, which staff have prepared for them. They are secure and confident, which supports them in building a positive approach to learning. For example, they choose resources during the session and are happy to try new activities. Staff have a sound understanding of the Statutory framework for the Early Years Foundation Stage. They obtain information from parents about their children's preferences, characteristics and capabilities. They use this information to inform their starting points. As a result, staff can plan activities that are of interest to the children. Consequently, children settle well into pre-school life. Staff continue to teach, observe and assess the children while they play and record their findings in children's learning journals. These records include observation notes and photographs of children engaging in activities and experiences. However, these observations and assessments are not used to identify children's next steps in their learning. Planning shows next steps for the group as a whole, but it does not clearly identify children's individual development and progress needs. As a result, children's individual learning is not fully promoted. Consequently, children make sound progress rather than good.

Children are friendly and confident and have the attention of an adult at all times. Staff interact appropriately with children during the session, thereby, supporting them in acquiring the skills to learn effectively. This is stronger during group times, when support for children is good. For example, during song time children learn how to tap a rhythm and sing along to this. They wait eagerly for their turn to sing their name and when the song is over staff praise them and remind them that they were unable to do this a week ago. Opportunities, such as this, help to develop children's confidence, communication and social skills and, therefore, prepare them for school and future life. Children join in happily with their favourite stories and staff encourage them to repeat familiar words, rhymes and sentences. Children extend the story, talking about the pictures they see and relating them to themselves as they talk about their own experiences. Staff use props, such as story sacks and puppets, which encourages good listening and concentration. Children have open access to the book area, which helps to promote children's literacy development and children respond with enthusiasm when sharing books.

Children are offered opportunities to play and learn outside. For example, they dig, ride sit-and-ride toys, explore sand and water and enjoy expressing themselves as they paint pictures of their families. However, the pre-school's outdoor area is not used effectively throughout the session, because children only have 20 minutes outside play at the end of the session. As a result, this restricts where and what they play with. Consequently, this limits their learning in the outdoor environment.

Staff promote children's physical development appropriately. Children have access to a variety of tools, such as chinks, paintbrushes and jigsaw puzzles, to help develop handling skills. They draw pictures of their family that are recognisable and accurately write the name. Children use toys, such as the train, and learn how to fit the track together. These activities help children to develop fine physical skills as they carefully fit the tracks together and then play with the train set. Movement skills are promoted well and children use the equipment outside to climb and balance. Staff have the opportunity to use the large field in the school ground to promote running skills; for example, children enjoyed running races in their 'sports day' events.

Children use their imaginations well. They pretend to go shopping, filling the trolley with play food before 'cooking' a dinner of their favourite foods. Staff inventively develop this activity during the day by making a shop and providing children with tills and weighing scales to extend their learning. They are appropriately supported by staff, who understand that children learn through play. For example, children playing with sand are encouraged to fill different containers and compare the volumes, therefore, developing simple problem-solving skills. They count by rote to ten while jumping on the trampoline and sort animals in the small world play. These opportunities help children develop their mathematical skills. To aid these skills children use the computer well and play mathematical matching games, negotiating the 'mouse' effectively.

Staff talk to parents at pick up times and discuss their children's achievements. They also arrange 'parents' evenings' to discuss children's progress in more depth and provide opportunities for parents to look at the children's learning journal records. Parents comment that they are 'happy with the progress of their children'. Staff encourage parents to be further involved in their children's learning by making suggestions of what they could do at home, such as practising writing their names and reading stories.

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

The children have established secure and trusting relationships with their key person and the other staff at the pre-school. Children are also caring toward one another. This is as a result of the partnership with parents and the processes in place to ensure a smooth transition from home to pre-school. Younger children snuggle up to their key person for cuddles when they are tired and all staff are sensitive and caring towards the children's needs. Children play cooperatively with their friends and staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. They use positive behaviour management strategies and children's self-esteem is enhanced as they receive praise for good behaviour, effort and achievement.

All resources are age and stage appropriate and meet the needs of the range of children who attend the pre-school. They are of high quality and easily accessible to the children. The environment is bright, colourful and well-organised. There are displays of children's artwork, birthday, weather and number charts on the walls, and children have their own named coat pegs. This helps children to have a good sense of belonging, which builds up their self-esteem.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. They gain an awareness of the importance of exercise and physical activity as they participate in activities, such as action rhymes and morning exercise. Nutritious snacks, which include fruit and vegetables, are provided and their dietary requirements are met. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. They are given time and encouraged to complete a self-chosen task, such as trying to put on their own shoes before going outdoors. As a result, children achieve independence in hygiene and managing their personal care. Staff make the most

of opportunities to develop children's self-care skills further as they are encouraged to help serve themselves or pour their own drinks at snack time.

Children develop an appropriate understanding of safety through daily routines. For example, they know the nursery rules and are encouraged to tidy after themselves. Staff provide activities to help children learn about safety, such as role play equipment. For example, children learn that they should not touch the cooker or kettle at home because it will burn them. They participate in the fire drill, which helps them to be aware of keeping themselves safe in an emergency. Staff provide activities for children to learn about road safety and they hire road safety equipment, such as zebra crossings and traffic lights. As a result, children can practise crossing the road safely.

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

Staff have a suitable knowledge of the Statutory framework for the Early Years Foundation Stage, safeguarding and welfare requirements. They have a clear understanding of the safeguarding procedure, which enables them to suitably protect children if they have a concern. The committee implement appropriate processes to check that staff are suitably qualified and properly vetted. They ensure they receive appropriate references and check their suitability through the Barring and Disclosure Service before employing them in the playgroup. Staff understand their safeguarding duties, so that children are protected and cared for in a secure environment. Policies and procedures and other documentation adequately promote children's health, safety and welfare. Staff collect any necessary medical information to ensure children can be well cared for. Accidents and incidents are monitored periodically to identify any possible areas for concern. Risk assessments and daily checks are detailed enough to effectively minimise risks to children.

Staff are led by a supportive management team, which has a clear vision for the future of the pre-school. A satisfactory self-evaluation process is in place and considers parents', children's and all staff's views. Questionnaires are also used to obtain parents' comments. Suitable reflective practice takes place; the whole team is working together to drive for improvement. Recent developments have included the introduction of a new planning process and development of activities indoors. Staff have commitment to make improvements and have applied most of the recommendations from the last inspection. However, they are still not effectively prioritising children's learning intentions. The manager has begun to monitor the educational programmes, review planning documentation with staff and holds regular planning and staff meetings. However, monitoring and evaluation of the educational programmes is not always rigorous enough to ensure that each child is appropriately challenged. It does not currently enable clear plans to be produced that will help children to progress in all seven areas of learning and development. Staff performance is monitored by regular staff and committee meetings and by supervisions and annual appraisals. Staff receive regular appraisals to help effectively identify their training needs to enable continuous professional development. For example, staff recently attended a course to learn about the revised Early Years Foundation Stage documentation, which has helped the staff to begin to use the curriculum adequately.

The pre-school works in close partnership with the school, with whom they share information and arrange visits for the children to aid their transition into school. Staff understand the importance of working in partnership with other professionals. To aid all children, appropriate links have been established with outside agencies, such as the local authority. The partnership with external agencies, such as speech therapists, is suitable and the manager works with these agencies to meet the needs of individual children, to provide continuity of care.

The partnerships with parents are well established. Parents report positively about the friendliness and organisation of the pre-school. They like that it is a small and feel their child is valued. On their child's entry to the playgroup they are provided with the opportunity to see all the pre-school's policies and procedures that cover all relevant legislation. Parents can review notice boards to gain further information about the playgroup and the Statutory framework for the Early Years Foundation Stage.

### **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

<b>Unique reference number</b>	206800
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	876263
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Hulland Community Pre-School Committee
<b>Date of previous inspection</b>	25/05/2010
<b>Telephone number</b>	01335371939

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

