

# Hornbeams Pre-School

Hemington Primary School, Hemington, RADSTOCK, BA3 5XU

## Inspection date

Previous inspection date

11/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 enjoy a range of interesting activities and experiences that effectively supports them to make good progress in all areas of learning.
- Staff create a comfortable and caring environment where children feel safe and secure.
- Staff have good knowledge and understanding of how to keep children safe.
- Children enjoy the positive interaction from staff during their play. Their self-care and independence skills are well promoted.

### It is not yet outstanding because

- The information that parents provide when their child starts at the pre-school is not always detailed enough to assist with planning for individual needs right from the start.
- When repeating words back to the children staff do not always pronounce them in the correct way, so that children learn how they should sound.

## 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 indoors and outside.
- The inspector sampled documentation, including children's records, policies, procedures and self-evaluation documents.
- The inspector invited the pre-school supervisor to carry out a joint observation.
- The inspector spoke to children, staff and the head of the school.
- The inspector took account of parents' views through questionnaires and discussion.

## Inspector

Michelle Tuck

## Full Report

### Information about the setting

Hornbeams Pre-School was registered in 2013. It is managed by the governing body of Hemington Primary School in Hemington, Somerset. The pre-school has use of a playroom, school hall and an outside play area. It also uses the school grounds and associated facilities.

The pre-school is registered on the Early Years Register. It receives funding for free early education for children aged three and four years. There are currently four children on roll. The pre-school opens from 8.45am until 12.45pm from Monday to Friday, term time only. There are two members of staff, both of whom hold a level 3 qualification, and a volunteer helper.

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

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

- develop further systems to encourage parents to share children's starting points on entry to the setting
- enhance children's development in communication and language through repeating words back to them in the correct way.

## Inspection judgements

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

Children make good progress in all areas of learning because staff have a full understanding of how young children learn and support them well in a wide range of activities and experiences. Staff observe children closely to monitor their progress and plan activities that capture their interest effectively. For example, children are interested in water play. They fill watering cans and buckets with water from the tap and pour it on the plants and the playground floor. Staff bring a builder's tray outside to skilfully extend children's learning. Children put on their waterproofs and wellingtons to get into the tray and splash in the water. They smile and laugh with excitement as they jump up and down and get very wet. Staff introduce bubbles and sequins to the water, which further extends children's learning as they look for and talk about what they find. They use words such as 'big' and 'small' to describe and compare the shape and size of the sequins. This helps them to develop their communication and language skills effectively.

Staff are good role models and create a calm play environment where children enjoy exploring and using resources in different ways. Children enjoy playing different musical instruments as they sing songs. Staff introduce pots, pans and wooden spoons, which the children bang like a drum to explore the different sounds they can make. This effectively supports children to express themselves creatively.

Children demonstrate an emerging understanding of numeracy as they count the items in the puzzle they have completed. Young children recognise that when a hot cross bun is cut in half they have two pieces and children use numbers as they look in the mirror and talk about their facial features with staff, for example, two eyes and one nose. Consequently, children become curious, independent learners.

Children's understanding of the world is well supported through many opportunities to explore and talk about the environment. Children go on walks to collect apples and pears; they visit the local animals and afterwards enjoy recalling what noises the animals made and what they looked like. Staff introduce new words as they play alongside the children. They talk about 'burying' the small people in the lentils as the children enjoy scooping and pouring the lentils from one container to another. However, when children refer to the small animals as 'a horsey' and 'a doggy' staff do not repeat these words back in their correct form, so that children learn how they are pronounced correctly.

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

Children are happy, confident, and settle quickly to familiar activities in the welcoming and bright environment. Staff have a caring and sensitive approach and the well-established key person system helps children to form secure attachments, which effectively supports their emotional and physical well-being. There are high levels of interaction and engagement between the staff and children. As a result, children feel valued and their self-esteem and confidence are enhanced. Staff are good role models through their kind and caring approach. They praise the children for their achievements and as a result, children behave very well.

Children are encouraged to be independent and are beginning to manage their own self-care. For example, they are supported to have a go at dressing themselves for outside play and with help, they use plastic knives to cut their fruit into smaller pieces at snack time. Good attention is paid towards supporting children in moving onto the next stage of development or onto school when the time arrives.

Children's physical development is well supported by staff. They have many opportunities to explore the outside environment, where they ride on wheeled toys, find treasure in the digging pit and construct in the builder's yard. The pre-school is well resourced and organised both inside and outdoors to support children in making independent choices. Children learn about a healthy lifestyle; for example they are encouraged to make healthy choices at snack time and they learn about and manage good hygiene routines for themselves. Children are encouraged to think about their own safety as they take part in the emergency evacuation procedure, which promotes their good understanding of how to

leave the premises safely in the event of an emergency.

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

The staff have a good understanding of their responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff attend regular training to ensure they are able to take effective action in the event of any concerns and they give the highest priority to safeguarding children. Thorough risk assessments are carried out, including daily checks to ensure that the premises remain safe and suitable for the children to use. There are robust recruitment procedures in place to ensure that only people that are suitable to do so care for children. Staff have a thorough induction, take part in regular supervision meetings and have a yearly appraisal; this ensures their ongoing suitability and promotes their professional development.

The staff have a good understanding of their responsibilities in meeting the learning and development requirements. Planning of the educational programme is continuously monitored and successfully adapted in order to meet the individual needs of children. Daily observations of the children engaged in activities are used to inform the children's individual learning plans and next steps. This means that staff are able to make an accurate assessment of children's progress so that any identified gaps are quickly addressed.

Self-evaluation is effective in identifying the pre-school's strengths and areas for development. The staff have completed an Ofsted self-evaluation as well as one provided by the local authority. They have identified areas to develop such as introducing further Forest School sessions and incorporating more trips and visits to broaden children's experiences. This demonstrates a clear commitment to drive improvement. The staff seek the views of parents and children through discussion and questionnaires.

Partnerships with parents are strong. There is a regular exchange of information with the use of home diaries, which keeps them informed of their child's progress and encourages a two-way flow of communication. Parents contribute to the initial assessment by providing information about their child's interests and starting points; however these are not always detailed enough to assist with planning right from the start. Good partnerships are established with other professionals and regular liaison with other settings, where children's care and learning is shared, is effective in ensuring a consistent approach.

## 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>     | EY458673                                |
| <b>Local authority</b>             | Somerset                                |
| <b>Inspection number</b>           | 910257                                  |
| <b>Type of provision</b>           | Full-time provision                     |
| <b>Registration category</b>       | Childcare - Non-Domestic                |
| <b>Age range of children</b>       | 2 - 5                                   |
| <b>Total number of places</b>      | 24                                      |
| <b>Number of children on roll</b>  | 4                                       |
| <b>Name of provider</b>            | Hemington Primary School Governing Body |
| <b>Date of previous inspection</b> | not applicable                          |
| <b>Telephone number</b>            | 01373834320                             |

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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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