

# Hall Lane Pre-School

Hall Lane Methodist Church, Hall Lane, Whitwick, COALVILLE, Leicestershire, LE67 5PF

<b>Inspection date</b>	04/10/2013
Previous inspection date	27/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 form secure emotional attachments with staff and show high levels of confidence and independence.
- The partnerships with parents and outside agencies are effectively managed and staff are skilled in sharing relevant information regarding children's development, ensuring that children's needs are met.
- Children make good progress in their learning and development and have a positive attitude towards learning. This is because staff understand children's individual needs and interests and provide experiences they know the children will enjoy.

### It is not yet outstanding because

- Opportunities for children to explore a range of outdoor activities covering all areas of learning are not always maximised.

## 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 looked at a selection of policies, procedures and children's records.
- The inspector observed activities in the main hall and the outdoor learning environment.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Elizabeth Coull

## Full Report

### Information about the setting

Hall Lane Pre-School is part of a group of three early years settings operating under the name of Community Pre-Schools. It opened in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school operates from rooms within the Hall Lane Methodist Church in a suburb of Coalville, Leicestershire. All children share access to a secure enclosed outdoor play area. The pre-school is open Monday to Friday from 9.30am until 12.30pm, during the school term.

There are currently 26 children aged from two to under five years on roll. Children come from the local community. The setting currently supports children with special educational needs and/or disabilities. The pre-school employs four staff. The manager holds Early Years Professional Status and all other members of staff hold relevant early years qualifications. The setting receives support from the Leicestershire improvement advisors, link officers and mentor teachers and the special educational needs co-ordinator.

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

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

- enhance the range of equipment in the outdoor area to ensure that there are opportunities for children to learn and develop across all seven areas of learning so that this reflects the good provision indoors.

## Inspection judgements

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

Staff have a good understanding of how children learn and develop. They have a clear knowledge of the individual needs, interests and abilities of each child they care for. As a result, children are well engaged in activities and display signs that deep level learning is taking place. Children can freely access a wide range of indoor resources that cover the seven areas of learning. However, the outdoor resources are less varied and not always accessible to the children, which means that learning opportunities across all seven areas of learning outdoors, are not as rich as indoors. Children are keen learners because staff are motivated and enthusiastic, providing the right amount of challenge, while also sensitively offering support where needed. Children with special educational needs and/or disabilities are well cared for as staff are skilled in providing care and education that meets each child's specific needs, ensuring every child makes good progress in respect of their individual starting points.

Staff assess children's abilities on entry by obtaining detailed information from parents.

This information along with initial observations is used to complete an early assessment review to identify children's starting points. This is to gain a thorough understanding of their learning and development stages and abilities. As a result, staff can plan effectively providing a rich and challenging environment, particularly indoors, for all. Children are well prepared for their transition into school as staff continuously promote children's independence by encouraging them to dress themselves for outdoor play and by supporting children to go to the toilet and practise good hygiene routines. There are secure systems in place for taking frequent, significant observations of children's learning, which helps to identify children's next steps in their development. This information is discussed during regular staff meetings and used to inform future planning. The progress check at age two is completed for all children at this age and staff encourage parents to share the information with other relevant agencies, such as, health visitors or speech and language therapists. This helps to identify any children who may need additional support in certain areas of their development. Parents are encouraged to be involved in their children's learning. The provision provides regular opportunities for parents to attend information evenings about their children's learning and development. In addition, parents are encouraged to make contributions to the 'wow wellie' board where children's achievements and learning from home are displayed and discussed during morning time.

Staff embrace spontaneous opportunities for child initiated learning. For example, children make train driver and fairy hats, which is an extension of a child-led activity from the previous day. The activity provides endless opportunities to explore mathematical concepts, such as, bigger, smaller, half and full. Children maintain their focus on the activity, showing high levels of energy and fascination and persist when challenges occurred. This demonstrates that children are displaying the characteristics of effective learners, which will stand them in good stead for when they eventually go into full time education.

Children's early literacy skills are very well promoted. There is a rich range of text displayed around the room and a good range of books in the story corner. There is a wide range of resources on the mark making table, such as, pens, pencils, chalk, stencils, glue and paper. Mark making opportunities are further enhanced with the provision of play dough and soil with different utensils. This enables children to practise their early writing skills.

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

Children are extremely happy, confident and eager to learn. Good levels of adult attention and warm caring interactions ensures that all children form positive trusting relationships with their key person and other members of staff. It is these positive relationships that supports the children to have a strong sense of belonging and develop their growing confidence and independence. The pre-school promotes a gradual transition into the setting for new starters, which supports their well-being.

Children behave well and use good manners because staff have high expectations of them and implement appropriate rules and routines for children to follow. They are encouraged

to keep themselves safe by adhering to rules, such as, no more than one child on the trampoline at a time and using 'happy hands' towards each other. Children have a clear understanding of following healthy practices. For example, when children go to the toilet they confidently pull up their sleeves, washing their hands in warm soapy water. When the inspector questioned why they washed their hands the children could confidently explain.

The pre-school provides good opportunities for children to be healthy and keep active. There is a good range of physical activities for children to take part in both indoors and out and the children have opportunities to go off the premises for walks to local parks and shops. Fresh drinking water is readily accessible to the children throughout the day. Healthy nutritious snacks are offered during break times and this is used as an opportunity to discuss healthy lifestyles and where our food comes from. There is a small vegetable plot in the outdoor area where the children have the opportunity to grow their own fruit and vegetables. Accident, incident and existing injury forms are effectively maintained and all staff have a good understanding of how to complete the forms and inform parents. This supports children's welfare.

There are many opportunities for children to extend their personal, social and emotional development. For example, as a small group of children share a story about pirates with a member of staff, the children initiate conversation with each other, and pause appropriately to take into consideration what the other is saying. When the story has finished some of the children elaborate upon ideas from the story and begin to play as a group, role playing a pirate game using props.

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

The manager and staff team are well qualified and experienced in the childcare sector. They have a secure knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. The staff team work very well together supporting and advising each other when needed. Children's development is monitored using a tracking system, which identifies any gaps in their development and enables staff to act upon this immediately. This ensures that children make good progress in relation to their starting points. Every other week staff meet to discuss activities, children's needs and interests. Staff evaluate how well activities have gone and what areas of practice need changing and developing. This leads to a culture of continuous improvement which benefits the children.

Children are kept safe because a range of robust policies and procedures are implemented by staff. Staff have a good understanding of their roles and responsibilities to safeguard children. Effective practices are implemented to minimize hazards to the children. These are supported by a comprehensive range of risks assessments. Staff are vigilant when supervising children and risk assessments are carried out when appropriate. Great consideration is given to selecting and recruiting new staff members. References and qualifications are checked and Disclosure and Barring Service check information is detailed for every staff member and kept on the premises.

Staff support parents with any concerns about their child. When appropriate, staff form good working relationships with outside agencies to support children's development. Parents speak highly of the service they and their child receives while at the pre-school. Staff clearly have good partnerships with parents. There are many opportunities throughout the year for parents to come into the setting, such as, the Christmas show, parent's evenings and photograph afternoons. The manager strives for a programme of continuous professional development having gained her Early Years Professional Status recently. Staff attend regular courses such as, paediatric first aid, safeguarding and food hygiene. Good systems, such as daily diaries ensure that information is shared between the provision, parents and other settings that children may attend. This helps to ensure continuity of care between settings.

### **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>	226206
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	912200
<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>	26
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Community Pre-Schools Partnership
<b>Date of previous inspection</b>	27/09/2011
<b>Telephone number</b>	07794905974

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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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Piccadilly Gate  
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