

# Hart Plain Church Pre-School

59 Hart Plain Avenue, Cowplain, Waterlooville, Hampshire, PO8 8RG

## Inspection date

15/01/2014

Previous inspection date

25/05/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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

- Safeguarding is given high priority. Staff are very aware of safeguarding requirements which means children are safeguarded well and procedures are understood and implemented consistently.
- There is a warm, friendly atmosphere, characterised by busy, well-occupied and happy children who enjoy their time and make progress at this welcoming pre-school.
- Staff acknowledge the uniqueness and individual needs of every child and fully support them in making good progress in their learning and development.
- Children benefit from the effective partnerships that exist between their child's key person and their parents. Information is regularly shared to support their care and learning.

### It is not yet outstanding because

- Staff do not take children on regular outings. This means that although children have access to toys, books and role-play representing community life, they do not have the benefit of first-hand experiences to support their learning.

## **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 children's play and staff interaction, indoors and outside.
- The inspector talked with available staff, parents and held discussions with the manager and the church committee.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector looked at arrangements for keeping children safe.

## **Inspector**

Nadia Mahabir

## Full report

### Information about the setting

Hart Plain Church Pre-school registered in 1968. It operates from a church hall in Waterlooville, Hampshire. The provision is run by a church council and a pre-school committee. Children have access to the ground floor and a secure outside play area. The pre-school is registered on the Early Years Register and compulsory and voluntary part of the Childcare Register. The pre-school is open every weekday from 8.30 am to 3.45 pm, term time only. There are currently 39 children on roll and children are able to attend for a variety of sessions or for full days. The pre-school receives funding for the provision of free early education for two-, three-, and four-year-olds. The provision supports children with special educational needs and/or disabilities and children who are learning English as an additional language. A total of eight staff work directly with the children. Of these, six hold relevant qualifications at level 3 or higher.

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

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

- support children's learning further by introducing outings into the educational programme, for example, take children on visits to the local community so that they can practise skills, learned in the pre-school, in real life situations

## Inspection judgements

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

Children are highly motivated and show great enthusiasm as they play and learn. They are supported well by staff who have a very good understanding of how children learn and develop. All children, including babies, benefit from the well-resourced indoor environment. It is organised effectively, creating an accessible environment where children choose from a broad range of toys and resources that meet their developmental needs. As a result, children are able to find the equipment they require and make independent choices from the wide selection available. Staff acknowledge and build on children's interests through a balance of child-initiated and adult-led experiences, both indoors and out. The outdoor space is used effectively as an extension of the indoor learning environment. It is used throughout the day and the activities and resources there promote all areas of learning. Therefore, children can be active in their play and learning.

Children delight as they search in the digging area for bugs and worms and learn about the world around them. Staff enable children to develop their good physical skills and coordination as they climb and balance on the climbing frame and enjoy the space to run. They use small ride-on toys confidently building up their leg muscles. Teaching techniques are good because staff interact effectively and are committed to enhancing children's

learning through play. Staff give children, particularly the younger children, careful guidance and encouragement in the use of this equipment to increase their confidence and develop their competence. They plan activities that engage babies in physical experiences, both indoors and outdoors. This includes rolling balls on the floor to babies and providing push and pull-along toys to encourage movement. Children actively join in a range of creative play, including printing and painting, manipulating dough and cutting and sticking activities. Children take part in regular exercise sessions of Zumba, which is led by an instructor. She skilfully incorporates learning about the world as she introduces a flag and discusses the country and dance to which the music is associated. Children demonstrate a good interest in mathematics. For example, They often refer to objects by size and shape and regularly count. Children complete a range of puzzles, build using a wide range of construction and fit shapes into the shape sorter.

Staff talk meaningfully to children about what they see and do and in general promote a rich language environment that supports their early communication skills. Children have easy access to writing tools indoors and outdoors. They draw and make symbols and marks on paper and on the wall. Older children have good opportunities to learn about letters and sounds, and practise writing their names. This teaching supports the children's good progress in their communication and language skills and helps them to extend their learning as they play. Consequently, children gain useful skills for when they move on to school. Children with English as an additional language are well supported. Staff use facial expression and gestures as they speak to aid their communication. They have introduced Makaton signing to help young children to develop their speech and communication with others. They use picture communication cards to help the children become aware of changes to the daily routine and to make choices about their play.

Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They know children well and use this knowledge to plan appropriate, interesting and fun activities for all children. They build on the information they obtain from parents to get to know the children's interests and abilities through regular short observations. Accurate assessments of each child is carefully monitored and tracked. This allows staff to track children's progress and make plans to extend their learning. Staff complete the progress check for two year old children. Any areas of concern that staff identify as potentially needing to be addressed with the help of external agencies are shared with parents.

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

Children arrive with great enthusiasm and show confidence as they place their personal belongings on their assigned pegs. The key person system is effective in meeting children's needs as strong attachments have formed between staff, children and their families. This enables children to feel safe and secure when attending the setting. Babies seek out familiar staff for cuddles and all children are confident to approach staff for help when needed. Babies' and young children's individual routines are adhered to, such as, sleep, nappy changing and feed times which meets their immediate needs. The layout of the room allows children to make choices for themselves from a range of equipment.

Children show confidence as they make decisions about their own play activities. Staff are sensitive, calm and patient, offering guidance to children as they play. Therefore, children are motivated, involved and show high levels of interest in all that they do.

Children are developing the skills to embrace new experiences and demonstrate confidence to explore the world around them. For example, they eagerly engage with visitors to the pre-school, initiating conversations and explaining what they enjoy playing with. Children demonstrate good behaviour and through gentle reminders learn to play cooperatively with their peers, sharing resources and working together as a team. Staff help children think about other people's feelings as they learn to negotiate and cooperate with their friends. Staff act as positive role models and praise the children, further promoting their good behaviour. Staff place a high priority on supporting children through transitions. Older children visit local schools to spend time becoming familiar with a school environment. Staff also share information on children's learning and development to promote effective continuity of care and learning.

Children are active in their outdoor play as they use a wide range of resources, such as hoops, balls and climbing and balancing equipment, which develop their physical skills well. Staff teach children about the importance of a healthy lifestyle and diet by helping them to grow vegetables and herbs in the sensory garden. This encourages them to understand where food comes from. Staff encourage children to engage in conversation, for example, as they pretend to go shopping. However, staff do not plan outings to support the children's learning. This makes it difficult for children to make the connections between their play and real life situations. The pre-school's commitment to healthy eating is reflected in the breakfast club every morning. Children eat a good variety of meals and snacks, which promote a balanced diet and help themselves to drinks throughout the day when they feel thirsty. Older children competently learn to manage their own personal hygiene and develop their understanding of cleanliness. Staff help babies to feed themselves and drink from their cups. Children's safety is given good consideration and care routines are carried out well. Sleep arrangements for children are well managed and children are monitored very closely during sleep times to ensure their safety and comfort. Practitioners have a good understanding of the care needs of individual children and parents' preferences.

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

Children's welfare is safeguarded as staff have a secure knowledge of child protection procedures. The management team clearly communicate and give guidance to staff to help them understand and implement updated safeguarding policies and procedures. This helps to promote the welfare of the children. The premises are secure and safe for children and staff are deployed effectively to support their care and learning. Staff implement clear and concise risk assessments and all hazards are identified and minimised. This results in children benefiting from a safe and secure environment both indoors and outdoors. Detailed procedures for vetting and assessing the suitability of practitioners are in place. Clear induction procedures help new staff to be confident in

implementing the pre-school policies and procedures effectively. All required documentation is maintained and kept securely on site. The manager is clear about her responsibilities to meet the safeguarding and welfare requirements, including informing Ofsted of any changes to the provision.

The management team and staff demonstrate a strong knowledge of the learning and development requirements of the Early Years Foundation Stage and closely monitor the effectiveness of the educational programme. They understand how children develop and learn and provide a wide range of activities suited to the individual needs of the children.

Children with special educational needs and/or disabilities attend the setting and are well cared for by caring and experienced staff. Several special educational needs coordinators at the setting work very closely with parents, health care professionals and other outside agencies to help children learn and develop to their full potential. For example, they hold regular meetings to discuss progress and set precise individual targets that are implemented well by all staff.

Partnerships with parents and carers are good because staff develop a number of ways to help them feel comfortable and welcomed. Parents exchange information with staff at the beginning and end of the day and are encouraged to give feedback on their experiences, likes and dislikes by completing questionnaires. The information and ideas are used to drive forward the provision to ensure it meets everyone's individual needs. Discussions with parents demonstrate they are very happy with the opportunities offered to their children. They talk about the wonderful, supportive staff, how much their children enjoy attending and the progress they have made. Staff listen to the views of the children and their interests and ideas help to influence activities and routines for the day. The pre-school promotes strong partnerships with other professionals, such as speech therapists and the advisory team, to meet the diverse needs of children attending. Through well-planned interventions, the pre-school ensures all children, including those with special educational needs and/or disabilities are supported to be fully included. In addition, the pre-school also works closely with the school's older children are also attending. Information is shared to ensure continuity of children's care and learning.

The manager monitors staff performance effectively through regular supervision meetings and appraisals. Staff are suitably qualified for their roles. For example, staff working with babies have attended additional training. The manager sees ongoing training as an important part of early years and childcare. Consequently, all staff are required to attend training courses to ensure the setting continues to develop and improve. This demonstrates a clear capacity to improve outcomes for children. Staff cascade information from training and early years events to extend team knowledge and skills. The manager demonstrates a high level of commitment to the setting and is inspired to drive forward improvements. Self-evaluation and well-targeted action plans are in place and developed in conjunction with staff, the church committee, parents and children.

## **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	110111
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	948020
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Hart Plain Church Pre School Committee
<b>Date of previous inspection</b>	25/05/2010
<b>Telephone number</b>	023 92254452

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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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