

Hampton Magna Pre-School

Community Centre, Field Barn Road, Hampton Magna, WARWICK, CV35 8RT

Inspection date	06/02/2014
Previous inspection date	22/02/2010

The quality and standards of the early years provision	This inspection:	3
	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 requires improvement

- Staff's positive interactions and the suitable variety of resources and activities provide an appropriate balance of adult- and child-led experiences which support children's learning and development effectively.
- Children receive lots of praise for their efforts and achievements. This supports their emotional needs and promotes their self-esteem and confidence.
- Children are safe and secure because staff are clear in their understanding and implementation of their policies and procedures.
- Staff are focussed on making ongoing improvements to the pre-school and are inspired by the encouraging and supportive partnerships they have with the parents.

It is not yet good because

- Staff have not completed the progress check at age two because there is a lack of understanding of the process of this requirement.
- Clear information to show how all staff's suitability is assessed is not available for inspection.
- Staff supervisions, appraisals and reflections on practice are not thorough or regular enough to support staff's continuous improvement and professional 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.

Inspection activities

- The inspector observed activities and reviewed the pre-school environment and resources available.
- The inspector held meetings with the manager and spoke with staff and children at appropriate times throughout the inspection.
The inspector sampled children's learning records, planning documentation, a selection of policies and procedures, staff information including evidence of suitability checks and children's information.
- The inspector also considered the opinions of parents spoken to during the inspection.

Inspector

Lucy Showell

Full report

Information about the setting

Hampton Magna Pre-School was registered in 1985 and is on the Early Years Register. It is situated in the community centre in Hampton Magna, Warwickshire. The pre-school is managed by a committee. It serves the local area and is accessible to all children. The pre-school operates from the main hall and adjacent large room and there is an enclosed area available for outdoor play. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3.

The pre-school opens on four days a week during school term time. On Monday, Wednesday and Thursday opening times are from 9.30am to 3.30pm and on Friday from 9.30am to 12 noon. Children can attend for a variety of sessions. There are currently 20 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- improve knowledge and understanding so that the progress check at age two can be completed and shared with parents and other professionals as appropriate
- ensure records are maintained regarding the information gained and the vetting checks carried out in order to show how staffs suitability has been assessed
- ensure regular and purposeful staff appraisals and supervisions are conducted. This is in order to identify any training needs and to provide support, coaching and training, so that staff foster a culture of continuous improvement and opportunities for their professional development are secured.

Inspection judgements

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

Staff understand the learning and development requirements and the need to focus on children's prime and specific areas of learning. Relevant and important information is gathered from parents when children first enter the pre-school. This detail is then used to good effect as part of the initial assessments to help identify what the children know and can do. Staff carry out general observations of children's experiences and use these to inform some accurate assessments. This helps to show the levels of progression children

make. Staff are currently considering different ways to include these in the planning of activities to ensure the experiences offered provide significant challenge for individual children. This is because staff tend to provide activities with groups of children in mind. As a result, the variable quality of teaching supports most children to make steady but not consistently good progress. Staff make individual records which include some lovely photographs and samples of children's work and share these with parents. Furthermore, opportunities for scheduled meetings and daily discussions with their child's key person keeps parents involved in their child's learning. However, staff are not clear on how to complete effective written summaries for the progress check at age two. This means that a process to identify where a child's progress is less than expected, or to gain external opinions and seek appropriate support at an early stage, is not in place.

Children enjoy their time at pre-school and appear happy and confident. They are actively engaged in a variety of activities which are both adult and child-led. The staff's interactions and teaching techniques are positive and show their understanding of how to encourage and capture children's curiosities. Furthermore, staff follow the children's interests when providing activities and experiences. For example, during group time children talk about what they would like to do and decide to make kites. Staff then prepare collage materials and children choose and stick coloured paper on to diamond shaped card for the children to display or take home. Staff also encourage children to explore and develop their own ideas and know when, and when not, to intervene without inhibiting learning. For example, children sit together enjoying using lotto cards to match and compare the pictures. They use their imaginations well in the role-play area as they care for their 'babies', taking them for walks in the pushchairs or making 'dinner' in the kitchen. In the sand they use a variety of tools and different containers to scoop and pour. Children are proud to share their achievements with staff. For example, they confidently approach staff showing that they have found two objects with number three on them. Staff enhance the experience by asking questions about the colours of the spots and challenge them to count and check how many there are to help children to understand number concepts. Children sit and listen to favourite stories or take turns to 'read' selected books with their friends on the cushions in the cosy corner. This shows that children benefit from opportunities which have no adult-defined learning objective. Furthermore, these experiences support their skills in preparation for future learning and moving on to school.

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

The pre-school environment is appropriately resourced with a suitable range of toys and equipment to meet the needs of all children attending. Children enjoy selecting from the storage boxes or from those already set out and rotated to maintain interest. In this way their independence is encouraged because they are making choices about their play. The outdoor and physical opportunities help children to understand the importance of fresh air and exercise. Children know that it is cold and wet and make sure they have on their coats and wellington boots before going outside. Staff make the most of the outside space which is small but suitable. Children enjoy moving around one another in the different areas. For example, they negotiate around one another on the bikes and cars or while throwing and rolling balls. Alternatively they enjoy stamping in the mud and splashing in

the puddles.

Children's health and well-being is promoted as they sit to enjoy sociable meal times. They bring their own lunches and staff sit and eat with them talking about the day so far and about the different foods they have brought. Children access drinking water throughout the day and are happy to select slices of fruit and vegetable sticks at the snack table. Clear systems, such as, daily safety checks, are in place to ensure children are safe. Children are showing good awareness of their own and others' safety. They are encouraged to tidy up when they have finished and help by being considerate to others as they take turns and share the resources. This practice supports the pre-school's risk assessments and helps children to manage their surroundings to ensure safety and minimise hazards.

Children are settled and form friendly relationships with all staff. The appropriate key person system helps to promote the feeling of security within the pre-school. Children make a positive contribution to the pre-school as they display polite and cooperative behaviour. Praise and encouragement are regularly used by staff to promote children's self-esteem and to develop their sense of achievement. The staff are good role models and use consistent strategies and age- and stage-appropriate explanations to provide children with a clear knowledge of acceptable behaviour. Staff are working with the local schools to develop appropriate partnerships and to help children to prepare for their next stages. For example, important discussions are held in relation to children's current abilities and staff ask about the skills that the school teachers hope will benefit the children.

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

Children are safeguarded because staff take necessary steps to ensure they are safe and secure in the pre-school. Staff have clear understanding of what to look for and how to proceed if they are worried about a child's welfare. Furthermore, they have suitable policies and procedures to refer to, and share with parents, in order to help ensure children's safety, welfare, and care are promoted. Although there has been a pre-school at these premises for many years, last year all of the staff left and there was a threat of closure. As a result, members of the local community have pulled together to form a new committee and appoint a new staff team within tight timescales. This means that the adults now involved with the pre-school are becoming more familiar and are working closely together to build a solid staff team. They welcome support and guidance and with help from their local authority they have set up new policies, procedures and other documentation such as learning and development records. However, because staff records and employment data are being collated, some of the required documentation is not available. The records show that identity and vetting procedures have taken place and that references are obtained but the detail is not recorded for all staff. This means that there is limited evidence available to show how their suitability has been fully assessed.

The staff team are, however, a well-qualified and experienced workforce and are keen to develop the pre-school with many fresh and positive ideas. There is some ongoing support

for professional development such as booking on training to update skills and knowledge. Many of the parents have kept their children here and are delighted with the improvements that have been made so far. Parents, committee and staff are involved in evaluating practice and preparing action plans to address areas of development. However, the pre-school are yet to establish a clear system of supervisions and appraisals. This means that they are not fully providing support and coaching to ensure all staff are highly effective practitioners. They recognise this requires improvement are happy to seek and follow advice and guidance from others such as advisors, Ofsted and other providers. Staff are open and honest and are developing a solid team who share a vision for the pre-school. They are striving for better and are keen to provide the best for children.

There are no children attending who have special educational needs and/or disabilities or who speak English as an additional language. Nonetheless, they know that they need to provide consistent strategies and work together and with other professionals to meet the growing needs of all children. The staff value working in partnership with parents and provide a variety of suitable information about their pre-school. Many parents demonstrate that they are very happy with the care their children receive. They are pleased to share their comments and ideas for developments and take time to talk with staff about their children's progress. Many parents express positive views stating their delight in the homely and friendly pre-school and how approachable the staff are. They feel that staff are very considerate to each individual child and say how at the recent meetings the staff have shared some very accurate information about their children's characteristics. In particular they say how the learning records and assessments which are shared truly capture their children's personalities and attributes. Parents recognise how hard the staff are working, how dedicated they are to all the children and how they are turning the pre-school around to secure a successful future.

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

Unique reference number	200607
Local authority	Warwickshire
Inspection number	876200
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	20
Name of provider	Hampton Magna Pre School Committee
Date of previous inspection	22/02/2010
Telephone number	07840179493

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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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