

# Old Hutton Pre-School

Old Hutton Village Hall, Old Hutton C of E School, KENDAL, Cumbria, LA8 0NQ

## Inspection date

05/02/2014

Previous inspection date

27/09/2010

## The quality and standards of the early years provision

**This inspection:**

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

- Teaching is good, because managers and staff encourage children to solve problems by thinking through possible solutions. Consequently, progress is good, particularly in communication, language and early mathematics.
- Staff keep children safe because they are vigilant, have robust policies in place and are trained in child protection awareness.
- Relationships with parents and carers are strong. The effective partnerships contribute to the smooth running of the pre-school and support children's emotional well-being.
- Leaders and managers promote staff's continuous professional development so that the quality of practice is constantly maintained.

### It is not yet outstanding because

- Occasionally, some children's interests are not specifically planned for, meaning resources to support their learning are not always readily available. This sometimes results in children becoming frustrated or unfulfilled.
- Younger children are not always given responsibilities for tasks that fully stretch their skills and abilities.
- The pre-school outdoor area does not yet provide opportunities for children to develop their skills in all the areas of 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 held discussions with the manager and staff.
- The manager observed and talked with children as they played and took part in activities.
- The manager checked evidence of suitability and qualifications of staff working with children.
- The inspector conducted a joint observation with the manager.
- The inspector viewed a range of documentation, including children's files, assessments and planning.
- The inspector spoke to parents and carers, taking their views into consideration.

## Inspector

Janice Caryl



## Full report

### Information about the setting

Old Hutton Pre-School was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village hall in the grounds of Old Hutton Church of England School in the village of Old Hutton, Kendal, Cumbria, and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from two rooms and the reception area and there is an enclosed area available for outdoor play and an area that is part of the adjacent school.

The pre-school committee employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. It opens Monday to Friday term-time only and sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 13 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The pre-school is a member of the Pre-School Learning Alliance.

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

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

- enhance the planning and organisation to ensure resources on offer meet all children's particular interests, all of the time
- promote younger children's independence and self-esteem further during everyday routines. For example, by giving them more specific responsibilities for certain tasks throughout the day
- develop the outdoor area further so that children's indoor learning experiences are replicated and enhanced. As a result, their intellectual and physical opportunities are enriched while being in the fresh air.

## Inspection judgements

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

The manager and staff demonstrate a secure understanding of the Early Years Foundation Stage. They know how to guide children development through play and through all the areas of learning. As a result, children's progress is good as they confidently play and take part in activities. The manager and staff undertake regular observations of children and these help to inform children's next steps in learning. Planning indicates what activities are



taking place in the different areas. However, it does not show the specific interests of individual children. As a result, resources are not always available to match all children's individual needs. The key persons complete assessments on all children, which link their development to the early years age bands. As a result, it is clear how children are developing, showing progress or where further support is required. Parents are provided with a written summary of their child's progress, which includes the progress check at age two. Consequently, they are kept well informed of their child's achievements.

Staff welcome the children as they enthusiastically enter the pre-school. They explore the environment and become happily engaged in the activities on offer. They show particular delight as they explore the dark den with their torches as they learn how to use them. Staff ignite their curiosity as they make suggestions of where to shine them. For example, as a story is read, staff give instructions to shine the torch onto the pictures and print. This motivates children to listen and develop early literacy skills as they follow the story lines. Staff teach early mathematics, such as counting and solving problems. Children count the chairs that are needed to seat everyone at snack and meal times. They are invited to work out how many more chairs are needed to ensure everyone has a seat. Children respond and together, they work out the answer. Staff encourage children to become independent and develop skills that help prepare them for school. For example, children persevere as they attempt to put on their coats, assisted by sensitive staff that help them to achieve. Furthermore, older children are taught to recognise letters and word formation, gaining skills in early literacy. Staff give older children specific responsibilities, such as, preparing fruit for snack and serving out plates and cups. However, there is scope to increase these opportunities and responsibilities for younger children so that their skills and abilities are advanced further. In addition, they develop a deeper sense of self-achievement, boosting their self-esteem. Staff provide a good selection of opportunities to help children develop their physical skills. They enjoy writing, painting and craft work, helping them develop good hand-eye coordination skills. They run freely in the large school play area and enjoy climbing on the adventure play equipment. They have opportunities to build, explore, hide and make dens, using their imagination as they investigate the forest school area. Furthermore, staff set up obstacle courses indoors, where children take turns to crawl through tunnels, balance on beams and negotiate around cones. They learn spatial awareness as they continue to practice their physical coordination. However, learning opportunities for children in the outdoors are fewer, because the pre-school outdoor area is not yet fully developed or resourced.

Parents and carers are fully involved in their children's care and learning. The information pack given to them when their children first start, is informative and provides details about the operational management of the pre-school. Material collected from parents, regarding children's needs, helps to enlighten key persons with essential information. Consequently, children's health and care needs are met and initial assessments on learning, help to monitor progress based on their starting points. Parents spoken to on the day, comment on how well they are kept informed of their children's progress. They value the daily chats and catch up sessions and talk about the parents' evenings where they discuss their children's progress. Furthermore, the manager and staff provide book bags for children to share with parents and carers in their home environment. As a result, children learn to love and value books through the continuity of shared learning.



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

The indoor pre-school environment is warm, friendly and inviting for children. It is bright and stimulating, giving children a good variety of choice. The manager and staff work together well, to ensure that all children are supported effectively in their play. Children demonstrate their emerging confidence as they chat confidently to staff and other adults. Key persons form good relationships with families and children. This helps to establish strong attachments with children, helping to foster their emotional well-being. Children demonstrate these bonds as they confidently chat to share their experiences and ask for support as necessary. Staff are sensitive and offer appropriate care and support to children who need it. Children who are initially upset, very soon become calm and settled again, showing their trust, security and emotional resilience. Interactive displays give children a feeling of self-worth and value. For example, children's work on the story of the 'bear hunt' is attractively presented and contains photographs of individual children taking part. As a result personal, social and emotional development is promoted well.

Children are taught to develop an understanding of healthy lifestyles. Staff provide a wide variety of fresh fruit options at snack time. Children happily choose their favourite fruits. Staff help them to develop their tastes further, by encouraging them to try different options. Children that stay all day have opportunities to follow their own routines of sleep and rest. They show their security as they settle comfortably while their bodies are revitalised for the day ahead. The extensive opportunities that are available for exercise promote a healthy attitude to the importance of keeping fit and actively mobile. Children are taught to be safety conscious without being fearful. For example, children enthusiastically develop their balancing skills on the large adventure play equipment. They ask the adults to be there to support them, but learn to take manageable risks as they try independently. Staff are vigilant as they observe children in the large outdoor area. Consequently, children are kept safe while having the freedom to run and play as they benefit from the fresh air. Staff manage children's behaviour well in relations to their ages and stages of development. They are perceptive and considerate to children's needs and emotions. Consequently, children learn to respect and follow the rules and boundaries that promote effective personal and social skills. In addition, children learn to follow the rules of basic hygiene, developing independence in taking care of themselves. For example, they learn to attend to their own personal needs with staff encouraging them to wash their hands, explaining the importance.

The staff employed at the pre-school, also run the local parent and toddler group. Consequently, most children commencing in pre-school are already familiar with the adults and the environment. Furthermore, the manager and staff organize effective settling-in procedures to help with the transition from home to setting. As a result, children are helped to be emotionally prepared and ready to learn as they commence pre-school. Children attending the pre-school generally move into the link school. Staff connections between the two settings are strong as they effectively share information and practice. Consequently, the move onto school is seamless with children being confident and comfortable as they move through.

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



## provision

The manager and staff demonstrate a good understanding of the Statutory framework for the Early Years Foundation Stage. Recruitment of new staff ensures that adults have the necessary qualifications and skills to work with young children. Vetting procedures are robust, such as, ensuring appropriate references and checks through the Disclosure and Barring Service, are obtained. As a result, children are helped to be kept safe from harm and abuse. Safeguarding policies and procedures contain all the required information to help protect children. Staff demonstrates their knowledge and understanding of what to do should they have a concern over a child's welfare. Daily and outings risk assessments are effectively completed to ensure children are continually cared for in safety. Policies and procedures appertaining to health and safety are rigorously adhered to, further maintaining a safe and secure environment.

The manager and staff monitor the educational programme effectively, helping children to make good progress. The regular planning meetings provide opportunities for the staff team to discuss children's ongoing progress and their next steps in learning. The manager views each child's learning file and discusses their progress with the key person. As a result of her efficient monitoring, areas of development to support children further, are identified, with early intervention sought as necessary. Annual appraisals and supervision meetings effectively identify staff's personal and professional objectives. Staff training is encouraged by the management team so that the quality of practice is maintained. Staff are acutely aware of their specific responsibilities and are keen to develop them further. For example, one member is awaiting further training to be the 'communication champion' in order to support children's language and communication further.

Self-evaluation is ongoing. The manager identifies the strengths of the pre-school and where improvements are needed. Annual questionnaires are provided to parents to obtain their feedback. Staff reflect and discuss issues at team meetings and actions arising from these are reported to the management committee. These subsequently are incorporated into the self-evaluation form and priorities for improvement identified. Parents and carers are actively involved in the management of the pre-school. This helps the manager and staff provide an efficient service in line with parents' wishes and needs. For example, the service has recently been extended to serve the needs of parents in the community. The manager works with local authority advisers, the local school and has links with multi-agency professionals. Consequently, children are effectively supported in their care and education.

## 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>	501095
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	869118
<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>	13
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Old Hutton Pre-School Committee
<b>Date of previous inspection</b>	27/09/2010
<b>Telephone number</b>	01539720309

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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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