

Hemswell Cliff Pre-School

Hemswell Cliff Primary School, Capper Avenue, Hemswell Cliff, GAINSBOROUGH, Lincolnshire, DN21 5XS

Inspection date

Previous inspection date

12/03/2014

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

- Teaching is consistently strong. Staff deliver a stimulating and purposeful programme of activities that reflect children's individual interests and abilities and cover all areas of learning in ways that provide support and challenge to help children make continuous progress.
- The manager has effective systems in place to monitor and evaluate the quality of learning and care that children receive. The views of staff and parents are actively sought and contribute well to driving improvement.
- Staff have good knowledge of safeguarding children and implement the policies and procedures effectively to help ensure children's safety.
- Partnerships with parents, other settings and with specialised professionals are firmly embedded and ensure all adults have a shared understanding of children's individual needs. This consistent and continuous approach helps to close gaps and prepare children well in readiness for school.

It is not yet outstanding because

- Children are not always fully supported by staff with their understanding of healthy eating by learning how to make healthy choices or by knowing which order food should be eaten in to provide a balance.
- Children's self-care skills and independence are not always maximised, particularly through some missed opportunities at snack time.

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 in the playroom and in the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and spoke with staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Anne Barnsley

Full report

Information about the setting

Hemswell Cliff Pre-School was registered in 2013 and is on the Early Years Register. It is situated in a designated classroom in the Hemswell Cliff area of Lincolnshire and is managed by a registered committee. The nursery serves the local area and is accessible to all children. It operates from Hemswell Cliff Primary School and there is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including two with qualifications at level 6. The pre-school opens Monday to Friday during school term time. Sessions are from 9am until 1pm each Monday, Tuesday and Friday. Each Wednesday and Thursday sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure messages about healthy eating are reinforced for children, through the provision of healthy lunch boxes and by continuously supporting all children with developing their understanding of how to organise the order in which they eat their food
- maximise children's independence, self-care skills and social learning by ensuring that every child has their own utensils at snack time.

Inspection judgements

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

Teaching is consistently strong and effectively promotes the learning and development of all children. All staff are skilful practitioners who have good knowledge of the educational programme and of the characteristics of effective teaching and learning. They plan a wide range of well-balanced activities that take full account of the different ways in which individual children learn and the stage of learning and development that each child has reached. Staff complete purposeful formative observations of children's achievements as they occur and they use this information well to write a summative assessment of children's progress every few months. These summative assessments clearly show the continuous progress that every child is making from their personal starting point. The next steps that staff raise for children reflect their ability and are included in the planning so that there is a clear learning intention for every child to help move them forward. A computerised system is used by the manager and staff to ensure that any gaps in

children's learning are quickly identified and planned for. Staff also complete the progress check for children aged two years and this helps to identify if there is a need for intervention at an early stage. Staff know children very well and understand each child's interest and preferred learning styles. Consequently, they provide a wide range of well-prepared activities that are tailored to support and encourage children's learning, individually and in a group situation.

There is a positive balance of child-initiated play and adult-planned activities. During child-led learning staff know when to engage with children and when it is more appropriate to observe what is taking place. Staff's engagement is good, because staff pick up on children's ideas and interests and extend these by asking purposeful questions and making suggestions that develop children's critical thinking and broaden their understanding. For example, children think they have discovered a bone in the mud and get spades and rakes to try to uncover it. A member of staff immediately joins in and talks to the children about what they are doing, where do they think it came from and what they are using to dig it up. Staff dig holes in the mud kitchen with children, filling up buckets and enjoying getting muddy. They set out a large blanket where children sit together and make mud dinners. Children make their own recipe book for the mud kitchen. They use cement mixers to blend their ingredients and wheelbarrows and buckets to transport what they make. All children enjoy the outdoor area because it is stimulating and enables them to be creative as well as physical. The gardening area, nature area, mud kitchen and communication shed are used extremely well by all children. They also enjoy building with large wooden blocks and crates. Children have continuous access to clip boards, books and a variety of painting resources outdoors, which they use well to develop their early writing and creative skills. Indoors is equally well-resourced and children independently select what they want to play with. They use their imaginations well when they dress up as their favourite characters or when they invent games together with small-world characters and the castle. Children develop their understanding of all areas of learning as they take turns to use the computers and electronic white board to complete a wide range of different programmes. The majority of children can use the computer competently and can click and drag items with precision. Staff help children learn numbers through songs and actions games so that is memorable and fun. Staff include children well in making decisions about their own learning, for example, at the end of each day children are asked what they have enjoyed most and what they would particularly like to have ready for them the next day. This helps children to enjoy learning and to look forward to coming to pre-school. As a result, children are very confident and enjoy talking about their experiences, including children who have special educational needs or receive support for speech and language delay. All children make a good effort to use language to express themselves and children who need additional help with developing their communication skills are provided with good, consistent support. The pre-school has a well-qualified special educational needs coordinator who has expertise with supporting children's learning and working in partnership with specialised professionals when they are involved. Consequently, all children are supported well and really enjoy learning. They are eager to participate in activities, because they are motivated and enthusiastic about what is taking place.

Staff ensure that parents are involved in their child's learning. By working closely together, staff enable parents to continue their child's learning at home and contribute to the

learning that takes place in the pre-school. Staff provide parents with comment sheets that they can complete about any special achievement their child has made. Parents also contribute information about any new interests their child develops and details about special events that are taking place in the family. This allows staff to take account of a wider range of experiences each child has outside of the setting. This helps children to feel valued and secure as staff talk to them about their family, their pets and things that they have done on holiday and at the weekend. Staff also hold 'stay-and-play' sessions for parents so that they can join in with the daily activities to see what their children do and how staff promote their learning through play. They meet regularly with parents to discuss their child's changing and developing needs and, in addition to this, staff hold arranged consultation meetings with each parent on an individual basis to discuss their child's progress and the focus for their next steps. Parents also contribute to the initial assessment of children's starting points and to their child's progress check at age two years. The strong involvement of parents and the skilful teaching of the staff help children to make good progress and prepare them very well for their transition to school.

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

Children settle well, as a result of the successful key person system and effective staff deployment. Staff correctly focus on the three prime areas of learning when children are young or when they first start. This helps to ensure children develop a strong sense of belonging and are confident with all staff and children from the onset. Staff gather comprehensive information from parents about their child's routines and individual needs when they first start. They use this information well to support children with their transition from home to the pre-school. This helps with the separation and attachment process, because it helps children to feel valued and safe. As a result, all children continue to develop the emotional skills they need for their future transitions and eventually for school.

Staff are positive role models and use a range of techniques for managing children's behaviour effectively including asking children to decide on the 'golden rules' that they think are important for the pre-school. This impacts well by helping children to develop their cooperation during play. Children recognise the importance of sharing and taking turns, following safety rules and helping each other to remember the rules when they forget. It helps promote children's independence and builds their self-esteem and confidence, which all contributes well to helping children become responsible children who understand how actions impact on others and have consequences. Consequently, children behave well and are helpful, kind and caring. Staff understand the challenges that can affect the behaviour of children with special educational needs, particularly where frustrations arise do to speech and language problems. They have effective strategies in place to help support these children. As a result, continuous progress takes place as children develop their ability to communicate and their coping mechanisms to manage their frustrations.

Children are encouraged to explore risk as they use the large apparatus outdoors and tools, such as scissors, hole punches, staplers and gardening tools with care and understanding. All children show a good awareness of safety, for example, by following

simple safety rules, such as not running indoors and being aware of what is taking place around them, for example, before they jump off the climbing apparatus. A great deal of partnership has taken place with parents since the last inspection, to help develop children's understanding of healthy lifestyles through the provision of healthy snacks. In many ways, and for many children, this has been successful, because snacks and lunches are generally much healthier and contain fruit and raw vegetables with a smaller treat for the end of the meal. This helps children to learn about balance and that sweet foods are not forbidden, but that other foods are necessary to help us to grow big and strong. Unfortunately, although staff sit with children at mealtimes, which is a good practice, they do not apply these positive messages to support all the hard work that has taken place and consolidate children's learning. Some children are seen eating large puddings at the start of their meal, followed by a bag of crisps and do not attempt to eat their sandwiches. They are not supported sufficiently well with their understanding of eating food in an order that helps ensure they have a balanced diet and do not just fill up on sweet things and puddings. Additionally, staff need to be providing parents with more information about portion sizes and the content of lunches. This is because some children only have very large portions of processed carbohydrates to eat. In spite of this, a great deal of improvement has resulted from the hard work by staff and from parents' willingness to embrace the changes. Children develop self-care skills and become increasingly responsible as they help with organising the plates and cups for mealtimes, pour their own drinks and help to tidy away. However, it is noticed that not all children have their own knife at snack time and, therefore, cannot put the spreads on their toast. They have to wait and pass a knife to each other, which is disruptive and does not promote children's social learning or self-care skills to the maximum potential. Staff comment that some children took the knives outdoors, but they did not get the children to bring them back indoors, wash them and put them back on the table for snack time for the intended purpose. Children use the bathroom independently when they feel able to do this or staff support them by taking them and helping them with their clothing and hand washing when they are young. Nappy changes and toilet training are discussed continuously with parents so that children are supported well at home and at pre-school.

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

All staff have completed safeguarding training with the majority of staff having completed it to level 2. Staff ensure that robust measures are continuously in place to keep children safe. They implement the policies and procedures of the pre-school effectively to promote children's welfare. Every member of staff has comprehensive knowledge of their duty to protect children and of the safeguarding procedures to follow if they have concerns. This includes the whistle-blowing procedure to follow should they have concerns about the conduct or behaviour of a member of staff. All aspects of safeguarding are regularly revisited through in-house training and at staff meetings and supervision sessions. Staff prioritise the safety of the environment each day by completing thorough safety checks and making sure the equipment is safely set out. The risk assessments, monitoring of visitors to the pre-school and good security of the premises ensure that risks to children are effectively minimised. All staff have been vetted for their suitability to work with children and accurate records of these checks are maintained. The provision of regular

appraisals, staff meetings and ongoing training supports the development of effective team working.

Monitoring the overall effectiveness of the pre-school and educational programme is strong. The manager has a good overview of the quality of the observations and planning that staff complete and has ensured that staff have had further training, which ensures they all use a consistent system. Observation and assessment are purposeful and clearly show how staff accurately link the areas of learning to children's development stages. Staff raise relevant next steps and plan effectively for all children to help them make good progress in their learning and development. Further self-initiated improvements have also been made to the monitoring systems and now include regular observations of individual teaching to identify any areas for development. The manager has bought a camcorder, which is used to assess how and where children play the most, where the most communication takes place and what areas are not used much. The videos are used as discussion and training tools where all staff are included in sharing their ideas for enhancement. Staff are all well qualified to level 3 with the manager and another member of staff qualified to degree level. All staff translate their knowledge and expertise effectively into positive teaching practice. The manager has high aspirations for the quality of the pre-school and shares her vision with staff and parents. This is a cohesive staff team who all work together to bring about positive changes that improve the experiences that children have. Systems for self-evaluation are reflective and raise precise targets for driving improvements. Purposeful plans are implemented for staff and parents to consider and contribute their ideas. Parents are also fully included through questionnaires, daily discussions and through the various parent groups that take place. The pre-school operates an open-door policy and parents know that they can come and talk to staff at any time.

The effective partnerships with parents ensure they are provided with many opportunities to be involved in their children's learning and development and are able to contribute their own ideas to influence pre-school decisions. They are kept well informed through daily chats, open days and by attending parent groups for 'stay-and-play', story times and parents' evenings. Good information is displayed so that parents are fully informed about the Early Years Foundation Stage and the organisation of the setting. Parents also receive a welcome pack that makes them aware of the practices, policies and procedures in the setting, including the complaints procedure to follow if they feel dissatisfied with any aspect of the pre-school. Staff value the views of parents and take their concerns seriously and act on these immediately. Managers keep comprehensive records of all concerns raised by parents and of the action they took to remedy any problems. Staff are observed to have positive relationships with parents and to relate to them well, greeting all parents in the morning and spending time to talk. Parents spoken to during the inspection provide very positive feedback regarding the setting. They feel very happy with how well their children settle, the good progress they make and how warm and welcoming the staff are. They feel they are kept very well informed and that staff are extremely approachable and helpful. Partnerships with external agencies, other providers and schools that children attend are also well established and further support staff with successfully meeting the needs of all children to help them make good progress. These successful partnerships and the good level of learning children receive prepare them well for their transition to school.

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	EY468319
Local authority	Lincolnshire
Inspection number	938317
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	29
Name of provider	Hemswell Cliff Pre-School Committee
Date of previous inspection	not applicable
Telephone number	01427668088

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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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