

# Hazlemere Pre-School

Ken Williams Memorial Pavillion, Amersham Road, Hazlemere, HIGH WYCOMBE, Buckinghamshire, HP15 7QW

## Inspection date

07/05/2014

Previous inspection date

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

- The management team carry out audits to review practice and drive improvements.
- Teaching is good and children make good progress in their learning in relation to their starting points.
- Staff have a good knowledge of safeguarding procedures and understand how to flag any concerns they may have in a timely way.
- The key people provide effective care to develop children's sense of security, support their emotional well-being and prepare them well for their next stage in learning.

### It is not yet outstanding because

- The management team has systems in place to monitor individual children's progress; however, systems to monitor groups of children are not fully effective.
- Children do not have opportunities to learn how to retrieve information or complete a simple program on a computer.

## 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 two play rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the pre-school and the registered person.
- The inspector looked at the children's assessment records and planning documents.
- The inspector checked evidence of suitability of staff working with the children.

## Inspector

Ruth George

## Full report

### Information about the setting

Hazlemere Pre-school registered in 2013, it is privately owned. It operates from one main room on the ground floor of the Ken Williams Memorial Sports Pavilion in High Wycombe, Buckinghamshire. Children use an enclosed outdoor play area. The pre-school is open for a variety of sessions each weekday from 9.15am to 3.15pm, term time only.

The nursery is registered on the Early Years Register. There are currently 38 children on roll aged from two years to under five years. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

The pre-school employs eight members of staff. Of these, four hold appropriate childcare qualifications and there are two members of staff working towards a qualification. The manager holds qualified teacher status.

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

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

- increase opportunities for older children to use information and communication technology, to support their learning in other areas
- extend the systems for monitoring children's progress in learning, to record details about each group, such as, number of children, gender, birth dates and more specific details, to help monitor the attainment and progress of vulnerable learners.

### Inspection judgements

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

Teaching is good and children are making good progress in the prime and specific areas of learning. The staff have a secure knowledge of the children's prior skills and make good observations to assess children's achievements. The staff effectively work in partnership with parents and other professionals to monitor and support children's development. Staff use their assessments to plan a good range of activities to enhance children's learning.

Staff provide exciting activities. Children have great fun washing cars and other toys in the garden. Children play together and concentrate on achieving what they set out to do. Staff teach children how to dispense the foam and tell them to 'put a bit more pressure on the button'. Children are very pleased when successful and apply it to their hands, cloths and

toys. Staff support the youngest children, who have an interest in toys with buttons and flaps, to learn how to operate them. However, staff do not provide older children with opportunities to use technology for a particular purpose. For example, to retrieve information or complete a simple program on a computer.

Staff skilfully facilitate play, asking questions that make children think and clarify their ideas. For example, they ask 'if you put the platform there, how will the passengers get to the station?' Children connect the train track to create a circuit; they think and clarify their ideas and decide that they need to make a road to the station. Staff support children to find out about small creatures in the natural world. Children use magnifying glasses to investigate insects they find and look at them closely. Skilful teaching builds on children's knowledge of caterpillars. They learn that the new caterpillar they have found in the garden, is going to grow into a 'daddy long legs' and has a special name; it is called a 'leather jacket.'

The staff plan a good range of activities for the oldest children, which prepares them well for their move to school. Staff skilfully use stories and rhymes to support children's developing literacy. Children are aware of how stories are structured; they help to tell the story and suggest how the story might end. Good teaching is helping children to hear and say the sounds in words. They join in with stories, filling in the gaps when they recognise sounds at the start and ends of words. For example, 'goat and coat; sand and band.' Staff encourage children to write for a purpose. They support children to develop effective pencil control. Children enjoy mark making, practise writing their names and write some letters independently. Staff include a good range of activities that support mathematical development. Therefore, teaching supports children to gain a good grasp of counting, number problems and mathematical language.

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

The management team plan settling-in sessions with a key person. This helps parents and children become accustomed to the routines of pre-school life and build relationships with their key person. The key person helps children to form friendships supporting them to feel safe and secure. This approach helps children's start at pre-school to be as smooth as possible. This means they are emotionally well prepared for their next stages in learning.

The environment is warm and welcoming, and provides a good range of activities to support children's learning. The resources are easily accessible in low-level baskets and trays, and children's work is on display on low-level boards. The staff effectively support children to become confident and independent learners in the well-organised environment. This allows children to enjoy exploring and to access a range of resources to support their learning.

Staff plan a good range of activities outdoors in the garden, in the fresh air, which promote children's physical well-being. For example, children gain control of their bodies when they climb up the steps, walk along the balance beam and jump off. They enjoy physical exercise as they run around the garden and pedal bikes. Children help themselves

to drinks of water to quench their thirst. Therefore, children are developing independence in self-help skills and recognise their physical health needs. Staff prepare snacks that are balanced and nutritious, and replenish children's energy. Staff teach children to understand the importance of a healthy lifestyle as they discuss their choices for snack.

Staff are consistent role models for children. They teach children to understand what is right and wrong and to be kind to each other. This skilful support helps children understand how their behaviour affects others and they learn to share toys and be kind to each other. Staff ask children to help tidy up and remind them to complete puzzles to ensure no pieces are missing. Therefore, children are learning to care for their environment.

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

The leadership and management team has good systems in place to review practice and has made good progress since registration. They regularly audit and review practice to inform a detailed operational plan, which helps them drive improvement. The management has systems in place to review teaching and monitor individual children's progress; however, systems to monitor groups of children are not fully effective. The manager has extremely good links with other professionals to help children that may need extra support in their learning.

Parents express how pleased they are with information staff share about their children's learning. They particularly appreciate the ideas that their key person shares to help them support their children's learning at home. This helps all children make consistently good progress in relation to their starting points so they are ready for the next stage in their learning and development.

The management support staff to ensure they have a good knowledge and understanding of how to safeguard children in their care. Staff know how to recognise signs of abuse and how to report their concerns. Staff carry out effective risk assessments and daily visual checks to identify and minimise all possible hazards to children. Management follow robust recruitment procedures and ensure that all staff complete the necessary Disclosure and Barring Service checks. This helps to check the suitability of any adult involved in the pre-school.

The management implements a good induction procedure to help staff understand their individual roles and responsibilities. The management has effective systems in place to support the staff team's professional development including supervision, appraisal and training. Team meetings provide opportunities for all staff to share good practice. Therefore, staff receive good training to support their own learning journey to deliver good early education.

## 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>	EY471225
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	942715
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Lynette Jennifer Evora
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01494451149

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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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