

# Hartford Pre-School

Hartford Community Centre, Canterbury Road, Urmston, MANCHESTER, Lancashire, M41 0RX

## Inspection date

16/05/2014

Previous inspection date

24/11/2011

## 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

- The pre-school's policies and procedures on safeguarding children contribute towards protecting them. Staff are clear on the procedure to follow should a concern arise.
- Partnerships with parents are positive. There is a regular flow of information between staff and parents, which promotes continuity of care.
- The management and staff are a committed and caring team offering children a friendly, warm atmosphere in which to play and learn.

### It is not yet good because

- Staff are yet to extend their partnership working with wider schools to embed smooth transitions for all children moving onto school.
- In some activities, staff do not use and encourage enough open-ended questions in order to support children's language and thinking skills.
- Assessment and tracking of children's progress is not focused enough. This results in some learning experiences being offered that do not build upon what children can already do.
- Opportunities for learning and development during mealtimes are not fully maximised, in order to enhance children's knowledge and skills.
- Opportunities for staff to learn from each other and share their best practice, for example, through peer observations and mentoring have not been fully considered.

## 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 activities carried out with the children.
- The inspector spoke with the manager at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the pre-school with the manager.
- The inspector completed a joint observation with the manager.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability, qualifications and children's learning journals.

## Inspector

Joanne Ryan

## **Full report**

### **Information about the setting**

Hartford Pre-school was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Hartford Community centre in the Davyhulme area of Trafford, and is managed by a private individual. The pre-school serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff. All of whom hold appropriate early years qualifications at level 2 and 3, including the manager who holds a level 4 and is working towards a level 6. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 51 children attending who are in the early years age group. The pre-school provides free 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:**

- ensure that assessment is consistently undertaken for each child, so that key persons are fully aware of children's developmental stage and can plan for individual learning needs.

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

- develop further the partnerships with wider schools to support the smooth transition for all children moving onto school
- involve all staff in developing their practice, for example, through the use of mentoring and peer observations
- improve the opportunities at mealtimes to extend children's learning and development, for example, by talking about healthy lifestyles and creating more structure.
- support children's language development and thinking process, for example, by using open-ended questions.

## Inspection judgements

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

Children's learning is satisfactorily supported across most of the areas of learning. Some staff follow children's interests and interact to extend their learning. For example, children are very interested in play dough and staff model language, such as squeezing and stretching, which enhances children's vocabulary. However, some activities do not build upon what children can already do, which means children are not always challenged sufficiently. Staff observe children and make assessments of them but they do not consistently use this information to monitor the progress children are making. Therefore, staff generally support overall learning but do not always have high expectations of each child and do not always target learning to support rapid progress.

Staff generally support children to develop their communication and language skills. For example, they tell children a story without the use of a book so children understand that stories come in many different forms. Children are eager to join in and copy the actions, which demonstrates their interest. Staff talk to the children while they join in their play, however, they do not use all opportunities to enhance children's speaking skills through the use of open-ended questions. This means children's thinking skills are not always fully challenged. Staff promote children's mathematical awareness well. They use spontaneous opportunities to support children in using number language. For example, when a fly comes into the garden, they ask children how many wings they think the fly might have. Children use chalk outdoors to make marks, which contributes to their early literacy development.

Parents are complimentary about the pre-school and feel fully informed about their children's learning and development. Staff use a communication book to give parents ideas of how they can support their children's learning. For example, staff suggest parents should encourage children to put on their own coats, which creates some consistency. Parents complete an 'all about me' booklet upon entry, which gives staff some information about what children are interested in. This allows staff to plan initial activities, which children enjoy being involved with. Children in the pre-school are familiar with the routines and readily take part in circle time, singing, counting and listening to stories, which promotes some of the skills required in readiness for school.

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

All children and their families are warmly welcomed into the preschool. Consequently, most children happily separate from their parents, settle well and develop secure attachments with their key person and all staff members. Children have a good sense of belonging. They find their names as they arrive and post them into a box and then hang up their belongings on their own personal peg, which supports their growing independence. Staff are enthusiastic about children's achievements and praise the children for their efforts, which boosts their self-esteem. For example, children share the models they have made with staff and beam with delight as they receive positive encouragement

about their creations. Therefore, most children are emotionally prepared for their next stage of learning.

Staff and parents work together to address the care needs of children. For example, they create a consistent approach to toilet training so children are clear on the procedures. Settling visits introduce children to unfamiliar faces and environments to help them feel comfortable. When children leave the pre-school staff share children's achievements with the teachers so they are able to start learning from the children's current stage of development. However, this good practice has not been extended to the wider schools children might attend, which means transition for all children may not be as smooth.

Staff support children's understanding of risk. For example, when children climb on the chairs staff ask them to get down and question them about what chairs are used for. Children are provided with healthy foods such as, a range of fruits. However, snack time is disorganised and there are missed opportunities to talk to children about the food they are eating and why it is important to have a healthy diet. As staff undertake different duties during this time children are not clear on what is expected from them and start to run around. At some times throughout the day children have free-flow access between the indoor and outdoor environment. This allows them to have regular access to fresh air, which contributes towards a healthy lifestyle. Staff promote good hygiene by encouraging the children to wash their hands before they eat.

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

Staff have a secure knowledge of safeguarding procedures. They have attended safeguarding training and are aware of appropriate contacts for further advice and support should they be concerned about a child's welfare. Good records are kept to contribute towards the protection of children. For example, staff ask parents to complete incident forms if children arrive with marks and the manager monitors the numbers of accidents. The manager has a good knowledge of the appropriate procedures to follow for recruiting, vetting and checking staff, which contributes towards ensuring that staff are suitable and safe to work with children. Risk assessments are in place and daily safety sweeps are undertaken to minimise risk to children. For example, staff check outside before children go out to play and undertake daily room assessments to ensure resources are safe for use.

The manager meets with the staff to discuss the children they are caring for and the staff responsibilities. She observes the staff working with the children and they agree areas for development mutually. This creates a positive attitude towards professional development. However, the staff have not yet started to observe each other in order to be more reflective and critical of each other's practice. The manager is inspiring to improve. She has enrolled on a level 4 in Leadership and Management and a degree programme in order to continue to develop the preschool. She has enhanced her knowledge through the training and is starting to implement several improvements, all of which are in their early stages. The manager has started to monitor the progress of children. However, this is in its early stages and does not yet show children's weakest areas.

Staff work with other professionals and seek advice as appropriate to provide suitable interventions to support children's individual needs. For example, staff work with local authority teams and seek advice from specialists if the need arises. Parents contribute their ideas through a comments box and staff respond to their suggestions, which creates a positive partnership. Staff have built very good relationships with the local school. They share information about the children on a daily basis when the pre-school staff drop the children off at school after lunch, which creates a consistent approach.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	318685
<b>Local authority</b>	Trafford
<b>Inspection number</b>	819100
<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>	40
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Duncan Wise
<b>Date of previous inspection</b>	24/11/2011
<b>Telephone number</b>	0161 746 7752

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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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