

Little Hawks Pre-School

224 Long Road, Canvey Island, Essex, SS8 0JS

Inspection date

Previous inspection date

02/06/2014

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

- Children make good progress because the staff understand how to observe, assess and plan for the next stage in children's learning. As a result, children learn through an engaging environment that meets their individual needs.
- The leaders and managers have a very good understanding of how to deliver the Early Years Foundation Stage. Robust monitoring of all aspects of the pre-school enables them to identify areas where they can make improvements for the benefit of the children.
- The safeguarding policy is regularly updated and ongoing staff training ensures that child protection is given a high priority. Consequently, the staff are fully aware of how to keep children safe and protected from harm.
- There is good partnership working with parents. Regular communication ensures that children's learning is supported, both at home and in the pre-school.

It is not yet outstanding because

- There is scope to increase the use of open-ended questions in order to extend children's thinking during their play and exploration.
- Staff do not always fully maximise all learning opportunities to support children's awareness of healthy eating.

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

Inspector

Suzanne Smith

Full report

Information about the setting

Little Hawks Pre-School was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Canvey Island, Essex, and is owned and managed by a limited company with charitable status. The pre-school serves the local area and is accessible to all children. It operates from a church hall and there is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including the manager, who has a degree and Early Years Professional Status. The pre-school opens on Monday, Wednesday, Thursday and Friday during term time only. Sessions are from 1pm until 4pm. Children attend for a variety of sessions. There are currently 31 children on roll, all of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and 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:

- increase the use of open-ended questions to support children to think and consider a variety of possibilities during their play
- build on children's awareness of healthy eating by maximising learning opportunities, such as snack time, to talk about healthy food.

Inspection judgements

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

The pre-school offers an interesting environment with a wide variety of resources for children to use. There are colourful photographic displays around the hall that provide a backdrop to support children's imagination. For example, large posters of the night sky provide an interesting area for children to look through books. Consequently, the environment is engaging and children become absorbed in the activities as soon as they arrive. There is a good balance of activities that children can choose and those that are led by an adult. Children are encouraged to make choices which support them to be independent learners. Mobile storage units are made available for the children and these are labelled with words and pictures. Children develop their independence and curiosity as they open these and select from the resources inside. The staff have a good level of qualification and this is evident during sensitive teaching. They support children to explore different materials during messy play activities. Children enjoy making dough and develop their mathematical awareness as they measure flour into a cup and pour water into a

bowl. Outside, the children have a variety of interesting resources that cover the seven areas of learning. The activities are interesting and appeal to the children. For example, a large builder's tub is full of mashed potato, which the children are eager to move about and mould. The children's language is developed as they are encouraged to use different words to describe the texture and feel of the potato. However, staff do not always take these opportunities to use open-ended questions which support children to think and explore a variety of possibilities during their play.

The key person supports individual children in their learning. There is a good observation, assessment and planning process. As a result, the planning is adapted to include activities that support individual children's learning. The pre-school also implement planning for the moment. This ensures that children's immediate interests are promoted and their learning is developed. For example, when children show an interest in bugs they are provided with magnifying glasses to observe them more closely. This supports them to become active learners. Stories about bugs are then read to the children to promote interest and develop further learning. Consequently, children are engaged in activities and they are able to explore their own ideas. Children with special educational needs and/or disabilities are very well supported and a comprehensive play plan is created. This supports children's progress as relevant activities are provided to support their learning. Children who speak English as an additional language are also fully supported in their learning. Words from the language spoken at home are used in the pre-school. This ensures that children feel valued and supports them in their language development. As a result, all children are making good progress. They are gaining the skills they need to be ready for school and the next stage of their learning.

Children are making friendships and enjoy seeking out each other's company to share their play. The children are eager and confident to talk to visitors. They explain that their favourite thing to play with at the pre-school is the dough. Their communication skills are supported as the staff use words and sign language to communicate with them. There is a group story and rhyme time every day. As a result, children have plenty of opportunities to use and develop their communication skills. There is a variety of equipment to support their physical skills. They move freely between the inside and outdoors and enjoy balancing on a wobble toy, which strengthens their muscles. The children are fully supported in the prime and specific areas of learning, which allows them to make good progress. There is good communication with the parents. Detailed information is collected from parents when children first begin at the pre-school. This enables the key person to gain a solid understanding of children's needs and interests. Therefore, the children's learning is supported as soon as they begin. The progress check for children between the ages of two and three years is completed and shared with parents. Parents receive regular updates, both verbally and written, which keep them fully informed about their children's learning. Parents are encouraged to add their own comments about their children's learning at home. This contributes to the detailed information compiled on each child's progress. This good partnership working develops children's confidence and effectively supports them to make good progress in their learning.

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

Children settle well into the pre-school and their emotional well-being is supported. This is because detailed information on their care needs is collected before they start. At an induction session with their parents, the children explore their new surroundings. They are sensitively introduced to the new environment. Consequently, when they first start they come into the pre-school happily and are cared for by the welcoming staff. The key person is fully aware of individual children's needs. This enables the key person to support children emotionally and help them to settle and enjoy their time at the pre-school. When children become a little upset because it is their first day, the staff respond warmly with reassuring words. This supports children's self-confidence and promotes their well-being. Children are supported in their move to school. Stories about school are shared and the local teachers are invited into the pre-school. As a result, children are emotionally supported for the next stage of their learning.

The staff are good role models who speak kindly to the children. They explain their expectations of behaviour clearly and children respond well. For example, staff explain that they must be careful of other children's fingers when they play with the toys. Children listen, adapt their play and learn how to be considerate of others. As a result, the children are well behaved, cooperative and show respect towards the staff and each other. Children learn how to be safe in their environment, and when flour is spilt they are encouraged to help with sweeping the floor. Regular fire drills are carried out, which provide children with further understanding of how to keep safe. Children use appropriate knives to cut their banana and they pour their own milk or water. This helps to develop skills towards independence. Children gain an understanding of similarities and differences. The dressing-up area has a variety of different cultural clothes for the children to use. This gives them the opportunity to explore how different people dress. Parents from different cultural backgrounds are invited in to share their customs with the children. As a result, children are developing an awareness and respect for other people. Children are learning how to take care of their own personal hygiene needs. There are portable hand-washing stations situated in the hall. This ensures that children are easily able to wash their hands and supports their good hygiene practices.

The hall environment has been sensitively adapted to support children's well-being. For example, the hall has been made smaller by separating the area with chairs. This promotes children's feelings of safety in a smaller environment. There are places for the children to relax and rest quietly, which supports their emotional development. The children have easy access to the outdoor area, which is a well-planned and nurturing environment. Consequently, children use this area every day and benefit from fresh air and exercise. Children gain an awareness of healthy eating as they have a variety of snacks which include fruit. However, the staff do not always take these opportunities to develop children's awareness of the importance of healthy food.

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

The leaders and managers show a strong understanding of the how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They place a strong emphasis on safeguarding children. There is a safeguarding policy, which is

updated and regularly read by the staff. This explains what to do in the event of an allegation being made against a member of staff. There is a comprehensive staff induction process and this clearly shows how staff are trained to be aware of issues surrounding child protection. Safeguarding knowledge is continually updated and discussed at staff meetings and through attendance at relevant training courses. The staff are fully aware of the whistleblowing procedures and the appropriate use of mobile phones and cameras. These procedures support children to be safe. The leaders and managers are fully aware of how to recruit new staff safely. For example, they collect references, a Disclosure and Barring Service check is obtained and an interview is held to assess their suitability. All staff have had the relevant suitability checks to help make sure they are safe to work with children. Staff show a strong commitment to keeping children safe. Risk assessments are carried out and action is taken to remove or minimise hazards. Therefore, children are able to explore their surroundings in a safe and secure environment.

All aspects of the pre-school are monitored by the leaders and managers. For example, the planning and assessments of the children's progress are monitored to ensure that they are making good progress. The learning journals clearly record children's progress and provide a solid understanding of individual children's learning. This identifies children with additional needs so that appropriate interventions can be put into place. This means that all children are supported to make progress. The educational programmes are interesting and provide children with a broad range of experiences. These programmes support individual children's progress as they accurately reflect their needs. The leaders and managers monitor the teaching and learning. Staff practice is developed in regular appraisal and supervision meetings. This addresses staff training needs and means that all staff are supported to improve their practice. The pre-school team are well qualified. As a result, they provide teaching that supports good learning outcomes for children. The leadership demonstrate a good awareness of where improvements in teaching can be made to further support children's learning.

Although the pre-school has not been open very long, they have started to effectively reflect on their strengths and weaknesses. They have taken steps to address areas they have highlighted for improvement. For example, they have provided children with more choice by supplying easily accessible storage units. Parents' opinions help to develop the improvement plan and there are a variety of ways that these opinions are sought. Parents comment positively on the written reports and verbal exchanges they receive about their children's progress. Children's views influence the activities that are provided. Their needs and ideas are well reflected in the planning. The pre-school works very well with outside agencies. They liaise with speech therapists and specialist teachers. This supports children's development as they work together to promote children's progress. The leadership have a good knowledge of the importance of building relationships with other settings. This ensures that when they have a child who attends more than one early years setting, their learning and well-being are effectively promoted. The manager is extremely proactive and shares good practice through liaison with the local children's centre and meetings with other early years professionals. Consequently, very good learning outcomes for children are promoted.

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

Unique reference number	EY472098
Local authority	Essex
Inspection number	946349
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	31
Name of provider	Hawkesbury Pre-School Limited
Date of previous inspection	not applicable
Telephone number	01268514045

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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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