

Hawkinge Under 5's Pre-School

Hawkinge Community Football and Sports Hall, Transfer Road, Hawkinge, FOLKESTONE, CT18 7AW

Inspection date

05/06/2014

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	1
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 staff plan a stimulating, very child-centred environment both indoors and outside, that supports children's learning well.
- The staff organise an extensive range of resources and materials to support children's learning.
- The excellent and caring interactions between staff and children support their emotional well-being significantly.
- Parents are able to easily access their child's learning record and take it home to look at or add contributions.

It is not yet outstanding because

- The staff are not routinely fully encouraging children to make marks or practice their early writing during a range of different play situations.
- The manager and staff are very aware of how well individual children are progressing but they have not devised successful systems to enable them to monitor specific groups of children to ensure there are no learning gaps.

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 the outside play area.
- The inspector held meetings with the manager of the nursery and completed a joint observation with the deputy manager.
- The inspector looked at some children's records, including their learning assessments.
- The inspector spoke to children and parents during the inspection.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector

Sue Taylor

Full report

Information about the setting

Hawkinge Under 5's Pre-School registered in 2013 in the Sports Hall in Hawkinge, Kent. It originally opened in 1992, operating from different premises. The pre-school is open from 9am to 3pm on Monday to Thursday, and from 9am to 12 noon on Friday, school term times only. Children have access to a secure outdoor play area and can use the large playing field.

The pre-school is registered on the Early Years Register. There are currently 51 children aged from two years on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are nine members of staff, of whom six hold appropriate early years qualifications, five of whom are qualified to level 3.

What the setting needs to do to improve further

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

- provide children with more encouragement to use writing tools and practise early writing for different purposes as they play
- extend the successful monitoring of individual children's learning by comparing groups of children to ensure their learning progress is consistent.

Inspection judgements

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

The staff are securely aware of their key children's individual learning needs. They make initial assessments about a child's learning when they start. Staff make observations and plan activities to promote children's next steps in their learning, making effective use of children's interests. The key person ably assesses and tracks children's stages of development across the seven areas of learning. This means they can quickly identify any learning gaps to address for individual children. Staff share children's next steps and add parent comments. The regular summary assessments are included in the records that parents access. Parents are able to view their child's learning record when they want and many take them home daily. This means they can share the detail with other family members or add contributions of their own about children's learning at home. This means parents are well-informed about their child's progress. The information available ensures

parents have the detail they need for the written progress checks for two-year-old children. This detail provides information on children's personal, social, emotional and physical progress, as well as their communication and language development. Staff gain detail from parents about children's backgrounds. This helps staff make use of children's home languages in the environment.

The staff support children's developing communication and language skills in English well. They recognise the value of open-ended questions and giving children time to speak. They listen to and value what every child has to say. Children are keen to explain their ideas or tell adults about their favourite film. The staff are very good at engaging children and motivating them to join in with activities. The making of dough for exploring is particularly popular. Children like to mix the dough and watch the changes as the staff add colour. When it is ready, children use various tools to make shapes or patterns. Children enjoy sharing books with staff both indoors and outside. The staff encourage children's imaginative play well and involve themselves with the child's play when appropriate. They allow children to take the lead but make suggestions that help children extend their learning or engagement. There are areas indoors, for example, for home role play or creative arts and crafts. Children confidently access the wide range of different materials to create collage pictures or models. Outside, children develop their own play in the sand pit or use resources, such as those for the hairdressing and beauty salon. Staff organise the outside area well to promote children's all round learning, such as providing writing materials. However, they do not always encourage children's early writing, for example, in role play or writing their name on their art. Staff promote children's physical development well, providing space for children to use ride-on toys or play with balls. Children clearly develop the abilities they need for going to school. They are confident, motivated to learn and keen to communicate with the staff and others. The effective partnerships with the local schools help the staff prepare children for school, with visits to the local school or visits from teachers.

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

The staff are very successful at developing strong attachments with their key children and provide a nurturing environment. This promotes children's emotional well-being particularly well and this is a strength of the pre-school. The key persons develop excellent relationships with parents, enabling them to gain the information they need to care for the children. The key persons system in place means that key persons are responsible for young children's personal care and this values them as individuals. Parents state they are very happy with the care their children receive. Children are significantly ready for the move to school. They gain exceptional confidence and independence skills as the staff encourage them to make choices about their play. They are able to go to the toilet when they need or pour themselves a drink of water. Children decide when they want to play outside and the extended snack time means children can finish their game or play first. The environment, both indoors and outside, is extremely child-centred, providing a stimulating and interesting learning environment. The equipment, resources and toys throughout the pre-school are of high quality and provide plentiful play and learning opportunities. As well as the secure garden area, when it is wet children can use the

enclosed hard surface area that leads directly from the playroom. Staff make good use of the sports field and local woods for alternative play experiences.

The staff manage children's behaviour extremely well. Children happily and willingly share resources when necessary and treat them with respect. Children understand the need to take turns, for example, as they wait patiently to stir the dough. The staff teach children about the importance of having a healthy lifestyle and how to keep themselves safe. Children can easily access their own coats or jumpers when playing outside if they feel chilly or wear sun hats when the sun shines. Children practise fire evacuations and use scissors safely at the craft table. The staff encourage healthy packed lunches and provide healthy, balanced snacks.

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

The management and staff team meet the safeguarding and welfare requirements well. They ensure the premises are safe and secure with clear risk assessments in place. Safety features, such as safety gates to the kitchen and to prevent access to unused areas, help keep children safe. The good number of staff are effectively deployed and supervise children well, both indoors and outside. Staff undertake safeguarding training and there are clear written procedures in place. They have a secure awareness of possible child protection issues and a clear knowledge of the processes to follow should they have concerns. A rigorous recruitment system is in place and this includes obtaining the appropriate checks to help ensure staff suitability. There is a formal and clear induction process in place for new staff. This helps enable them to gain a thorough knowledge of their responsibilities and the pre-school practices. There is ongoing professional support for staff, with regular supervision sessions and annual appraisals. The committed staff are keen to develop their knowledge or train to obtain a higher qualification.

The staff meet the learning and development requirements well, promoting children's learning. Each key person is responsible for monitoring their key children's learning records. They share the detail with the manager so they can be sure each individual child is making good progress. However, the current process is less effective for identifying learning gaps in groups of children, such as boys or girls. The management involve the staff in the evaluation of the pre-school. They take the views of parents into account and staff take note of children's interests and ideas. The staff had a positive response from parents following the recent move to the current premises. Development plans are ongoing and demonstrate a capacity to sustain improvement. The good partnerships between parents and staff ensure children receive the care and support they need. For example, parents note that 'communication is very good'. There are established links with other agencies such as, social services, schools and other early years settings that children attend. This helps staff meet children's individual needs well, supporting effective partnership working.

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	EY470772
Local authority	Kent
Inspection number	940216
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	51
Name of provider	Hawkinge Under Fives Pre School Committee
Date of previous inspection	not applicable
Telephone number	07773017638 or 01303 893562

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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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