

Hawkshead Pre-School

Hawkshead Esthwaite School, Main Street, HAWKSHEAD, Cumbria, LA22 0NT

Inspection date

16/06/2014

Previous inspection date

03/06/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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's behaviour is excellent. This is a result of staff's consistent approach to behaviour management which gives children clear messages about the expectations of their behaviour.
- Staff use effective teaching skills and have good understanding of the Early Years Foundation Stage. They plan a wide range of activities for the children and create a successful balance of adult-led and child-initiated play. As a result, children make good progress in their learning.
- All staff have a clear understanding of their responsibilities and the procedures for protecting children and regularly update their knowledge.
- Strong partnership with parents helps to maintain continuity of care and learning for the children. There is a regular two-way flow of information and parents are kept up-to-date on their children's progress.

It is not yet outstanding because

- There is scope to widen the range of resources available in support of children's pretend play and awareness of the wider world and diversity.
- Staff have not yet fully explored potential partnerships with the other early years settings the children attend, in order to establish and maintain continuity for children in their learning and development.

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 main pre-school room and the outside learning environment.
- The inspector conducted a joint observation with the manager which involved observations and discussions regarding the role play area.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and held discussions about the pre-school's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in parental questionnaires.

Inspector

Katie Sparrow

Full report

Information about the setting

Hawkshead Pre-School opened in 2005 and is registered on the Early Years Register. It is run by Hawkshead Pre-School Committee and operates from a separate building within the grounds of Hawkshead Esthwaite Primary School in Hawkshead, Cumbria. The pre-school nursery serves the immediate locality and also the surrounding areas. It operates on Mondays, Wednesdays and Friday, with sessions from 9am to 11.30am and 12.30pm to 3pm, term time only. The pre-school also offers an all day session from 9am to 3pm where children stay for lunch. Children attend for a variety of sessions. Children are cared for within one main room and have access to the school playground. There are currently 15 children on roll, all of whom are in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

There are currently five staff working directly with the children, all of whom have an appropriate early years qualification. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's already good imaginative skills, for example, through providing a greater range of resources in the role play area
- extend opportunities for children to learn about the wider world and deepen their understanding of diversity through the use of visual imagery and enhanced resources
- build on the partnerships in place with other early years settings children attend, to promote further the continuity of care and learning for children.

Inspection judgements

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

The atmosphere of the pre-school is calm and purposeful and children clearly enjoy their time here. The learning environment is very well presented and has been thoughtfully planned to provide children with choice and the freedom to explore. Children's work is displayed all around making the environment personal to the children. Staff make observations of children and use this information to help them assess their progress and identify next steps in their learning. Staff use their good knowledge of the children to inform planning. As a result, children have access to a range of activities and experiences

that meet their individual needs and interests. Therefore, all children are developing well given their starting points and are supported to acquire the necessary skills needed for their next stage in learning. Staff use good teaching skills to support children during their play. There is an effective balance of adult and child-led play that results in children who are active learners who often lead their own play ideas. Staff join in sensitively with the children, being careful not to intervene too quickly and impede children's self-directed play. Children are given time to answer questions and respond to staff's quality interactions. As a result, children are confident, articulate communicators.

Children have access to a range of mark making and writing tools. Younger children enjoy exploring the feel of shaving foam and making marks with their fingers. Older children use the chalk board and practise writing their names on their work. Staff are creative in finding ways for children to use their mark making skills across the setting. For example, children draw and write plans for their construction play which are then displayed for children to refer back to. Children display wonderful imaginative skills. They pretend to be doctors and say to the rest of the group, 'Is anyone hurt?' as they invite others to come and lay down in the 'hospital'. They have access to some dressing up clothes and a home corner that staff turn into different themed shops and settings. However, there is scope to extend the range of resources and visual aids in this area, so that children are able to enjoy their pretend play even further. Children enjoy selecting items from the art trolley for their collages and creative play. They rummage through the low level boxes and choose items for their art work. Children use their mathematical skills as they enjoy threading activities. They sort through the bear beads and count how many they have on their string. Resources such as play wheelchairs and occasions for children to mix with those who have additional needs helps children understand difference and disability. However, there are fewer opportunities for children to learn about the wider world and diversity through a wide range of resources, visual aids and other experiences. Children enjoy play outside. They have great fun on the wide range of wheeled toys. Some children use the pedal bikes to ride around the large playground, others pull their friends in the cart. Children explore gravity with the balls and guttering and enjoy playing catch with staff.

Good links with parents are in place. Staff ensure parents are kept well informed about their children's progress and general daily experience. For example, staff provide home to school diaries. These provide parents with an account of their children's activities. Parents are also invited to share information about their children, what they have been doing and any developmental information. Staff also provide good daily feedback, talking to parents at collection times and encouraging a two-way flow of information. This good relationship between staff and parents positively impacts the children as they benefit from continuity of care and learning between home and the pre-school.

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

Children share positive relationships with the staff that care for them. The well-established key-person system and individualised settling in procedures means children are secure, confident and display high levels of emotional well-being. Key persons know their children well and use their good knowledge to support children both developmentally and emotionally. Staff are close by for support, responding promptly to children's needs.

Children behave exceptionally well and play harmoniously together. Children share and take turns very well. For example, children excitedly play with a new piece of equipment for their dough play. They all share the new resources, discussing who is going to have the next turn and agree as one child says, 'That's good sharing isn't it?'. Children are seen offering cuddles and happily invite other children into their play. Staff manage behaviour consistently, which gives children clear messages about what is acceptable behaviour.

Children demonstrate a good understanding of the importance of healthy lifestyles through well planned play opportunities. They enjoy activities around the theme 'growing' where they measure themselves, talk about healthy options and make healthy snacks such as fruit kebabs. Children enjoy recalling these activities as they talk about what fruits they used in their kebabs and why treats are only for special occasions. Children develop their large muscle movements as they use a range of equipment during both indoor and outdoor play. They have great fun playing on the indoor slide and climbing frame. They have fun manoeuvring over the large soft play bricks and use their upper body strength to pull themselves up the ladder to the top of the slide.

Children learn about important safety behaviours during their play. For example, they carefully use a range of tools such as scissors for cutting and knives for cooking activities. Outside children learn about boundaries and why it's important to play within the designated area for the pre-school. Staff talk to children about the importance of not talking to strangers, helping children understand about keeping themselves safe outside the setting.

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

The manager has a good understanding of her roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. As a result, the pre-school is led and managed efficiently. Robust safeguarding procedures and staffs' firm understanding of safeguarding, help to keep children safe. All staff have attended safeguarding training and are clear on the actions to take should they have any concerns about a child. Furthermore, there is much literature on display on both the staff and parents notice boards with specific information about the procedure for reporting any concerns about a child. This means all staff have easy access to information to support and embed their safeguarding knowledge. The manager ensures all staff members are clear on their role of safeguarding children; through ensuring training is kept up to date and regular discussions occur at team meetings and supervision sessions. There are clear recruitment and vetting procedures to check staff suitability, meaning children are cared for by staff that are suitable to do so. Risk assessments are carried out on all areas used by children and for outings undertaken. Staff complete daily checks to ensure the environment is safe. The environment is well organised, enabling children to freely access resources and make choices in their play. There are suitable places for children to relax and eat comfortably.

The staff team work well together. They are deployed effectively and as a result, the day runs smoothly for the children. Staff share an enthusiasm for their role in providing good

quality care and education for the children. This reflects in the happy and welcoming environment and good practice. Staff are supported well by the manager who is aware of the importance of ensuring the staff team remains skilled and knowledgeable. As a result, they attend regular training and implement their new skills into the setting. The manager is aware of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children, the quality of teaching and the progress the children are making. As a result, planning and assessment is consistent and displays an accurate understanding of children's skills, abilities and progress. This is further supported by effective supervision arrangements. Here, staff discuss individual children's progress, address any issues and jointly identify training to support their own professional development, thus promoting the interests of children.

Staff share positive relationships with parents who are made to feel welcome in the pre-school. There is much information available on the parents' notice board and the successful two-way flow of information further enhances the good partnerships in place. Staff work very closely with the school in which the pre-school is based. All children go on to attend the host school and benefit from the good partnerships. For example, children attend story time with the main school and go over for transitional sessions in the lead up to leaving the pre-school. Staff share development and planning information with teaching staff, which helps to support good continuity of learning for children. Partnerships with other early years settings children currently attend are less well established. The pre-school has not yet fully secured links in order to regularly share information and ensure continuity of care and learning for all children.

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	EY313900
Local authority	Cumbria
Inspection number	862147
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	15
Name of provider	Hawkshead Pre-School Playgroup Committee
Date of previous inspection	03/06/2009
Telephone number	07796 113059

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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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