

Hawkesbury Pre School and Toddlers

The Village Hall, High Street, Hawkesbury Upton, South Glos, GL9 1AU

Inspection date	11/06/2014
Previous inspection date	15/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 well-established key person system enables children to display strong bonds and attachments to the staff. This promotes their feelings of safety and emotional well-being.
- Children are active learners and they make good progress in their learning and development because they engage in hands-on learning experiences.
- Children's behaviour is good because staff make their expectations of children clear. This supports children to learn to care appropriately for their environment, as well as developing their ability to take turns and share.
- Staff have good relationships with parents, which means that they work together effectively to support the overall care and learning needs of the children.

It is not yet outstanding because

- Children are not given as much opportunity as possible to move between indoors and outdoors, to further promote their physical development and energetic play.
- Systems for monitoring staff performance do not fully include peer observations, to enable staff to learn from each other through honest and critical reflection.

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 playroom and in the outdoor learning environment.
- The inspector held meetings with members of the pre-school committee and the manager.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, risk assessments, policies and other procedures.
- The inspector invited the manager to undertake a joint observation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Julie Swann

Full report

Information about the setting

Hawkesbury Pre School and Toddlers opened in 1970 and is managed by a voluntary committee. It is registered on the Early Years Register and may provide care for up to 24 children aged from two years at any one time. There are currently 21 children in the early years age group on roll. The pre-school is open each weekday during term time, except Tuesdays, from 8.45am to 11.45am. A parent and toddler group is run on Tuesdays and a lunch box club is offered subject to demand. The pre-school operates from the village hall in Hawkesbury Upton, South Gloucestershire, which has disabled access. The children use the main hall. There are toilet and kitchen facilities on the ground floor, and the adjacent play park and playing field are accessible directly from the premises. The committee employs four members of staff, all of whom hold appropriate qualifications.

What the setting needs to do to improve further

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

- enhance the programme for physical development by providing more opportunities for children to move between the indoor and outdoor environments
- build on existing systems for monitoring staff performance so children continue to receive the best teaching and care possible, for example by fully establishing the use of peer observations for staff.

Inspection judgements

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

The quality of teaching is good because staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Staff record detailed observations and assessments of the children as they play. They then use this information to plan and enhance further learning experiences for individual and groups of children, as well as to help identify areas where children are below or exceeding expectations. Parents play a key role in children's learning from the start because children's starting points are shared with staff through 'all about me' profiles and effectively built upon. Routine sharing of children's achievements through their learning journey records by staff means that parents know where their children's learning is at and where this can be supported at home. This results in children making good progress, given their starting points, and prepares them for their future learning in school when the time comes.

Children have many opportunities to develop their communication, language and literacy skills. For example, all children have ready access to a wide selection of good quality

books. Some children explore books independently. Additionally, staff read books in an engaging manner to children. Children chat together happily during activities and concentrate for increasing periods. For example, one member of staff asks an older child 'What letter do you think comes next?' as the child writes her name on her work. The child responds very positively to the question and confidently spells out her name. This shows children are given good opportunities to use their knowledge and enjoy meeting challenges. Furthermore, staff label resources effectively with words, to enhance children's recognition and awareness of the meaning of writing. Children explore a good, exciting range of materials and are well supported by staff as they use the water tray and sand tray. Staff further children's mathematical understanding of volume and quantity by encouraging children to describe how much is in their containers, for example whether or not the container is full or empty. These experiences also encourage children's imagination. For instance, they pretend to cook birthday cakes for one another and describe what they are doing.

Children have free access to a very good range of resources to support their learning in all areas, through self-chosen play within their base rooms. Children are imaginative and introduce narrative into their play as they dress up, use puppets and play with small-world toys such as farm animals. They play in groups, demonstrating friendly behaviour, and are able to initiate conversations and form secure relationships with staff and their peers. Children access a range of technology, such as iPads and remote-controlled toys, to promote their understanding of the world. Children experience a wide range of enjoyable activities while outdoors. These include climbing on equipment, such as the small climbing frame with slide, as well as running up and down slopes and crawling through tunnels. Children enjoy exploring how things grow in gardening areas, where they grow vegetables and flowers. This contributes to their good physical development. However, children are not always able to make free choices about when they will play outside. As a result, they are not always able to be physically active when they most need to burn off energy.

The environment is busy, with photographs of the children at play and samples of their creative work, numbers and letters displayed around them. Children with special educational needs and/or disabilities receive timely, well-targeted support to promote their progress. Parents are involved and included from the outset, and are kept well informed about their child's progress. Staff are very committed to supporting children's transitions from home into the pre-school and then on to other settings and school. For example, teachers from the local school are invited into the pre-school to meet the children, and visits to school are arranged so that children can become familiar with the school building and get to know their class teacher.

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

Children are happy, confident and enjoy their time at the pre-school. Close bonds are established between each child, their allocated key person and other staff. This means that children's sense of security is fostered well. Children's starting points and other relevant information are gathered from parents at the beginning of the placement. This helps staff to make an initial assessment of children's capabilities, likes and dislikes, and

contributes towards their tailoring of provision to meet individual needs. The pre-school is well laid out by staff to develop children's independent skills. Consequently, they are able to easily and safely select all resources for themselves, and make choices about where and with what they wish to play.

Children benefit from meals and snacks that are healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily, as well as a healthy packed lunch provided by their parents. In addition, children have good access to fresh drinking water, which they can help themselves to when they are thirsty. Children follow good hygiene practices. For example, they independently wash their hands before meals. Children's safety is highly prioritised as staff use their time effectively to support children's individual care routines and needs. Children behave well and know what is expected of them through the consistent and realistic boundaries set by the staff. Staff consistently praise and encourage children, which promotes their confidence and self-esteem well. Children understand safety rules, such as being careful not to climb or run in the playroom so that they do not hurt themselves or others. Children understand and are allowed to take risks while outdoors and are seen confidently climbing and negotiating obstacles. Children use tools safely to cut vegetables and fruit, under the close supervision of staff. As a result, children develop a good understanding of risks and consequences.

Staff practise regular fire drills with children that help to ensure they are aware of the pre-school evacuation procedures. Children are taught about road safety, and when out in the community they wear high-visibility jackets. Children are protected within the pre-school through a secure entry system, and staff insist on seeing all visitors' identification and also recording the visit. This promotes children's awareness of staying safe and being cared for in a secure environment. Staff further enhance children's understanding of safety through age-appropriate reminders, especially at mealtimes. For instance, clear explanations help children understand what will happen if they do not sit properly on their chairs.

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

The management team and staff members demonstrate a good understanding of the requirements of the Early Years Foundation Stage. As a result of this, children are protected and kept safe and secure in the pre-school. All staff have a good understanding of safeguarding procedures. Regular updating of training helps to ensure staff are able to fully protect children from harm, and follow clear and effective procedures for recording and reporting any concerns. Staff annual appraisal meetings held by the management team identify further training programmes for staff that help to ensure continuing professional development, as well as updates of any mandatory training. However, the use of regular peer observations is not fully developed to help tackle any underperformance and improve the ability of staff further, who already have effective teaching skills. The management team has well-organised and purposeful systems in place to monitor children's learning and development, which fully support children to make good progress towards the early learning goals. For example, weekly evaluation of activities and observations of children's interests and progress ensure future planning is relevant to

children's individual learning needs. This means activities and resources continue to challenge children's abilities across all areas of learning.

The recently appointed manager has a strong drive to improve the pre-school and has a clear and successful improvement plan that supports children's achievement over time. Written risk assessments are in place, which are regularly reviewed to ensure that risks are identified and evaluated. Staff identify and minimise potential hazards effectively on a daily basis. The deployment of staff is good and helps to ensure that children are well supervised and kept safe indoors and outdoors. The management team keeps thorough records of accidents, medication and attendance, to further protect children and promote their welfare. The self-evaluation takes into account staff's, parents' and children's views, through the use of questionnaires and regular meetings. Detailed improvement plans identify strengths and weaknesses; these are regularly updated and evaluated by the management team. There are well-established links with the advisory team within the local authority and this further enhances the self-evaluation process.

Partnerships with parents are a clear strength of the pre-school. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written. The pre-school works well with other agencies such as speech and language therapy services and other health professionals. This ensures appropriate interventions are secured for children and they receive the support they need.

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	136003
Local authority	South Gloucestershire
Inspection number	842982
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	21
Name of provider	Hawkesbury Pre School and Toddlers Committee
Date of previous inspection	15/09/2010
Telephone number	01454 238682

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

