

# Hutton Pre-School

Willowbrook Community Hall, Hutton, BRENTWOOD, Essex, CM13 2TU

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|--------------------------|------------|
| <b>Inspection date</b>   | 02/07/2014 |
| Previous inspection date | 10/05/2012 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 are safeguarded well due to staff's knowledge of how to promote children's understanding of safety and how to deal with emergency situations calmly and very effectively.
- Children are making good progress due to staff's use of effective questioning, challenges for individual children and positive interaction during play experiences.
- Partnerships with parents and other professionals are particularly strong and ensure that children benefit from a continuity of practice that support their needs.
- Children receive consistent care from a long standing and dedicated team that results in children's emotional well-being promoted well.
- Children develop a good understanding of healthy lifestyles through outdoor play, physical activities and positive hygiene practices.

### It is not yet outstanding because

- Large group activities, particularly circle time, do not always successfully engage the youngest children.

## 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 carried out a joint observation with the manager.
- The inspector took into consideration the views of parents spoken to during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took into account the provider's self-evaluation form.

## Inspector

Claire Parnell

## Full report

### Information about the setting

Hutton Pre-School is run by a limited company. It was established in 1999 and registered at new premises in 2012. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school operates from a community hall within the grounds of Willowbrook Primary School in Hutton, Essex. All children have access to an outdoor play area. The pre-school opens five days a week during school term times. Session times are from 9am until 12 noon every morning and from 12.15pm to 3pm on Monday, Wednesday and Friday. The pre-school offers a lunch club between the morning and afternoon session. There are currently 65 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. It supports children who have special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs 11 staff, of whom 10, including the managers, hold appropriate early years qualifications at level 2 or above. There is one member of staff who holds Early Years Professional status. 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:

- review the organisation of circle time to fully engage the youngest children and actively promote their enjoyment and learning.

## Inspection judgements

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

Children make good progress in all the areas of learning. They develop well due to the challenging and interesting experiences provided by the staff. Children are confident to explore both the indoor and outdoor environments and use them both well to support all areas of learning. Both environments are resourced well. Staff plan the layout thoughtfully and to good effect. For example, chairs are not provided at the dough table to encourage better muscle use when pressing down on to the dough from a standing position. Staff provide separate sections of the hall for different types of activities to support children's interests and to promote full engagement in their play. Staff use effective questions to stretch children's thinking and further interest in experiences. For example, when children explore the visiting fire engine, children show inquisitiveness as to how the ladder comes down. Staff extend this by asking the children what they think the ropes and levers are for. Most group activities cater for individual children's learning needs with good support for children's differing abilities. However, at registration circle time, some younger children are not fully engaged as there is less purpose to this learning experience for them than in

other group activities.

Children's communication and language is promoted well. Staff use clear and simple language for younger children but extend and challenge the language for older, more-able children. Children learn to sign simple words to underpin their spoken words and this is introduced through simple songs and welcome routines. Staff are quick to identify any language and speech concerns, especially for younger children, and take immediate action to support them. Children who speak English as an additional language are given the support to communicate their needs, develop their spoken English and a developing understanding of the spoken word. Resources are available through books and songs to promote and value their home language. Mathematical language is used constantly throughout all play experiences both indoors and outdoors. When children play with construction, staff and children talk about the colours, how many bricks children have and compare the size of their construction. During bubble play outside children react in amazement at the size of the bubbles blown and count as they pop them. Children develop an emerging understanding that print has a purpose. They understand that they need to label their work so that others know whose it is. Some children confidently write the first letter of their name and others their whole name. They have use of name cards at mark making and art activities to support them to complete this well. Children show an intrigue and curiosity in how things work. Children explore a box of toys such as fans, hairdryers and magnets. They turn the buttons on and off and explore why it does not work, concluding that it requires batteries. They use the magnets to explore what sticks to them and what does not, using resources throughout the play environment to gain results. Therefore, children develop an understanding of information and communication technology, and cause and effect. Through these activities and learning experiences children gain the skills they need in readiness for school.

Children's progress is monitored and tracked well. The key person gains initial information from parents about children's interests, their progress so far and any play preferences. They also gain information from previous settings that the children have been to. This information is used well to plan for children's next steps within all the areas of learning. Planning for each session is effective and provides all staff with information as to what each individual child's learning intention is for the week. The observations made by all staff are shared with the key person to enable them to match children's achievements with the stages and areas of learning. Parents receive plentiful information about their children's progress and are keen to continue their learning at home. Staff share strategies for children's ongoing learning through newsletters, texts and verbal feedback at the end of each session. Therefore, children's learning continues effectively at both home and at pre-school.

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

Children's emotional well-being is supported very well by all the staff. This means that children are well supported when the time comes for them to move on to another setting or school. A high level of reassurance is given to children as they settle in. A key person is assigned after a few sessions, once it is identified which member of staff the individual children bond with. Attachments are successful and staff know their key children very well.

Children receive plenty of cuddles and hugs, helping them to feel welcome, safe and secure in their environment. Children are very confident and self-assured. Staff are deployed well indoors and outside and work well together to make sure children are engaged and socialise with others. Staff are quick to recognise and interact with children who are on their own, especially those who are new to the setting. They offer guidance, reassurance and suggestions to increase their confidence so they join in with other's play.

Children develop a keen and well-demonstrated understanding of healthy lifestyles. They go outside every day, using a free-flow system, choosing to play inside or out for each session. Children confidently explore the outdoor area, confidently using the slide as they climb the steps and slide down safely. They manoeuvre bikes and cars around the play area with ease, changing direction and using backwards and forwards movements. They dig in both wet and dry sand, exploring living things and the world around them. For example, they hold shells up to their ears and exclaim that they can hear the sea. Indoors, children use circle games with balls and materials to explore smaller movements, such as stretching and rolling, working individually and together. They have healthy foods provided for them at snack time, learning self-help skills to spread their toast and pour their drinks from child-sized jugs to promote independence and choice. Parents are given information on what appropriate foods to provide for their children's packed lunches. Staff also promote the safe storage of foods within lunch boxes with ice packs to keep food at the appropriate temperature. Children show a good understanding of hygiene practices. Older children take themselves to the bathroom and wash their hands independently afterwards. Staff are quick to support them by giving reminders and clear explanations about hygiene practices. Younger children are supported well through toilet training, as staff help children to become independent and manage their toilet needs for themselves. Children have a very good understanding about keeping themselves safe. Through topics, such as identifying hazards in the home, children develop a sense of danger and become aware of assessing risks for themselves. They remind others of safety. For example, they ask their friends to slow down in the ride-on cars so that they do not get run over. Staff are quick to support children's understanding of safety by providing a crossing in the outdoor area, talking to children about how to cross safely and how to drive safely.

Children's behaviour is good. They show a caring attitude towards others and remind others when their behaviour is not appropriate. Staff act as very positive role models, working well as a team and supporting each other. Children are seen to use strategies introduced by staff to manage behaviour, such as sharing and taking turns. For example, older children reassure younger children that they will get a turn on the bike and give clear explanations that when the sand runs through the timer it is their turn. Children learn to celebrate people's differences in society through regular festivals and cultural celebrations. Staff follow a calendar of different religions and cultures as well as children's own celebrations to share other people's experiences. Resources in the pre-school promote positive images for children, such as, dolls of different skin tones and books promoting non-gender roles and positively reflecting disability. Children with special educational needs and/or disabilities are given good levels of support and recognition. Staff work closely with parents and other professionals to identify children's individual needs and take action to provide an individual service for additional support and consistent practices. The special educational needs coordinator in the pre-school is well

qualified and trained and provides children with individual educational plans to effectively promote their ongoing progress.

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

Children are safeguarded well. Staff have a clear understanding of how to protect children from harm and are well aware of the procedures to follow if they have a concern about a child in their care. The majority of staff hold a paediatric first-aid certificate, which means children are given the appropriate treatment in the event of an accident. In the event of an emergency, staff are very quick, calm and attentive to the situation. They give reassurance and follow robust procedures to provide children with the care and attention they need. Accidents, existing injuries and medication administration are recorded effectively, information is shared with parents and is also used to monitor children's ongoing well-being. A thorough risk assessment is carried out by all staff every day. When hazards are identified these are acted upon immediately to keep children safe and secure. All necessary documentation is managed well. Children's records are thorough and are stored confidentially to promote their welfare. Full and updated written policies and procedures are available at all times to all staff, students and parents. These are used as an effective tool, particularly to inform new staff as part of their induction.

The staff team show a true commitment to training and initiating new practices to improve outcomes for children. All staff attend ongoing training courses and management attend local forums, to share and gain information about good practices. The pre-school works alongside the local authority, gaining support and advice from advisers. The staff team are well qualified, using opportunities to continue and improve their professional qualifications. The pre-school's self-evaluation system is effective. Staff identify what the pre-school does well and what needs to be improved. Parent representatives support this system well and give feedback on behalf of other parents. Staff use this information well to evaluate the effectiveness of their teaching. Staff appraisals are carried out on a regular basis and are used to identify training needs for individual staff and for the whole staff team. The pre-school strives to make improvements as effective as possible. Consequently, recommendations and actions from previous inspections have been successfully addressed.

The partnerships with parents, carers and other professionals are very strong. Parents make very positive comments about their children's progress and the relationship they have with the staff in the pre-school. Parents comment that they are aware of the achievements their children make and know that they are ready for school when they leave. Parents are invited to take part in numerous sessions, sharing their experiences and skills, such as reading stories. Parents have access to written, verbal, displayed and pictorial information on a daily basis. They know who their child's key person is and feel confident to discuss with them any concerns they have or achievements their children have made at home. Parents are particularly appreciative of the communication systems in place. Staff use texting to update them on a weekly basis about events, ideas for learning at home and anything that is needed from them for the following week. Other professionals that are involved in the care and learning of children in the pre-school are

seen as a vital link for children's ongoing development and welfare. Staff work closely with them, using information, advice and practices used elsewhere to offer continuity and consistent practices for individual children. The pre-school has strong links with local schools, which aids the transition for children going on to formal education. Staff contact other settings that children attend to share and gain information about children's development, promoting continuity of teaching and learning.

### **The Childcare Register**

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| 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> |
|---|------------|

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. 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>     | EY438760                  |
| <b>Local authority</b>             | Essex                     |
| <b>Inspection number</b>           | 874666                    |
| <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>      | 30                        |
| <b>Number of children on roll</b>  | 65                        |
| <b>Name of provider</b>            | Hutton Pre School Limited |
| <b>Date of previous inspection</b> | 10/05/2012                |
| <b>Telephone number</b>            | 01277231438               |

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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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