

# Hamilton Pre-School

Holymead Junior School Annexe, Wick Road, Brislington, Bristol, BS4 4HP

<b>Inspection date</b>	03/09/2014
Previous inspection date	20/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 manager has good systems to monitor children's development and ensure staff provide effective support, including for children learning English as an additional language.
- The staff's strong partnership with parents ensures that they meet children's individual care and learning needs well.
- Staff provide good support for children's personal, social and emotional development, which promotes their well-being successfully.
- Staff deploy themselves effectively to enable children to use all areas of the setting safely.

### It is not yet outstanding because

- Staff do not provide an extensive range of resources to fully support children's understanding of difference and diversity.
- New staff do not have opportunities to observe other members of the team to extend their own skills and awareness of the setting's good practice and quality of teaching.

## 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 checked safeguarding information and the premises.
- The inspector took account of the provider's self-evaluation, parents' survey and spoke to parents present on the day of the inspection.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

## Inspector

Elaine Douglas

## Full report

### Information about the setting

Hamilton Pre-School registered in 1995. It is situated in a classroom annexe of Holymead Junior School in Brislington, Bristol. The setting has disabled access and the activity rooms are on one level. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 29 children aged from three to five-years-old on roll. The group receives funding to provide free early education for children aged three and four-years. The pre-school supports children who are learning English as an additional language. The pre-school opens each weekday from 9am until 3.30pm during school term time only. There are six members of staff, of whom five hold an early years qualification at level 3, and one member of staff is working towards a qualification at level 2.

### What the setting needs to do to improve further

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

- increase the resources that represent children's backgrounds to promote their understanding of differences and diversity
- provide opportunities for new staff to observe their peers to extend their own skills and awareness of the setting's good practice and quality of teaching.

### Inspection judgements

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

Since the last inspection, staff have implemented a new system to observe children's development and learning. This starts with seeking good information from parents so they know what the child can do as soon as they start at the pre-school. They continue to make regular observations and work with parents to have a thorough understanding of each child's abilities. This enables them to identify children's learning needs, plan challenging experiences and support children in acquiring the skills they need for their next stage of learning and school.

Children make good progress in their key areas of development. They are motivated to learn because staff take account of children's interests and use them on a daily basis in their planning. Staff enable children to know where they keep the resources and that they can choose them for themselves. For example, children new to the pre-school showed interest in a tape dispenser, and staff encouraged them to independently select from the additional creative resources in the drawers. As a result, children made their own designs and with good support, learned to use different equipment, such as scissors. Staff engage

children in conversations about what they are doing and encourage language through resources such as telephones. Staff use visual aids, demonstration and simple sentences to support children learning English as an additional language. This promotes their language and communication skills well because children then copy some English words. Children play well together, following each other's ideas and expanding on them. For example, children stood on a stage and used a drum. Some joined in using a toy microphone to sing, whilst others played guitar. Children gain control and coordination through riding bicycles, kicking balls and manipulating small tools. All of which promote their physical skills well.

Children celebrate some cultural festivals and play with resources that provide a positive image of people's differences. However, resources do not fully represent all the backgrounds of the children at the setting to enable all children to gain a greater awareness of their similarities and differences.

Children learn through trial and error, such as matching pieces of puzzle by colour or picture where staff encouraged them to look closely at the differences. They also made their own suggestions as to how to solve problems, such as using scissors to open a package for example. Staff help children to develop their early writing skills by pointing out the lines and marks children make when they suggest children write their name on their pictures. Staff praise children for attempting new skills and through positive reinforcement, such as suggesting practising makes it easier each time, children are eager to have a go. Children enjoy their learning because staff provide good support during children's play. For example, staff asked them how many cakes children have made and what shape they are. Children parked their bikes outside in a bay with the corresponding number, and counted how many small containers of water they needed to fill a large bottle. All of which promote good mathematical skills. Children also gain a good understanding of cause and effect. For example, when staff asked children why the water they were pouring into a container was overflowing, children responded that it was already full.

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

On the day of inspection, many of the children were settling in on their first day of pre-school. It did not take long for all parents to leave because children were happily engaged in activities with their key person. Most parents take up the new opportunity for a home visit and this enables the key person to start to form early attachments with children in the security of the child's own home. As a result, children settle quickly and feel emotionally secure. Staff support children well in adjusting to their normal routine by giving them time to become familiar with the setting through exploring for example. At circle time, they helped children to learn the staff names, understand the routines and know they can go to the adults for help. Staff use pictures with the explanations so that all children can understand. Older children joined in, demonstrating their understanding of staff's expectations, saying they need to listen and look when adults talk to them for example. Staff support children effectively in preparing for moving onto school or another setting.

Staff plan an exciting environment indoors, covering all areas of development. For example, children sat comfortably on a settee with staff to enjoy stories, whilst others looked at cookery books in their role-play. Staff set up low-level containers and trolleys to enable children to make choices and enable children to move resources to extend their ideas. For example, children pretended to make cakes with the modelling dough. Then they took them to the role-play area to put them in the toy microwave to cook. This enables them to make links in their learning. Children have use of part of the school playground, which staff set up with activities and equipment for children to choose from. They deploy themselves effectively to enable children to choose where they prefer to learn. For example, children used chalks outdoors to draw on a blackboard, learned to ride scooters and practised using a funnel to fill a bottle with water.

Staff regularly steam clean the toys and clean the tables prior to children eating to protect children's health. Children wash their hands after playing with craft materials, before eating and after using the toilet. This ensures that they learn good practices and keep the equipment clean. Children have individual drinking bottles with their photograph on so they can drink fresh water at any time. Children understand about good self-care skills, such as putting on their own shoes and taking themselves to the toilet. As they played with dolls, they practised combing hair and talked about cleaning teeth and other healthy practices for example. Staff talk to children about healthy eating and how this gives them strong teeth, hair and bones. Staff support children well in understanding how to keep themselves safe. They regularly practise the emergency evacuation procedures. Staff support children in taking age appropriate risks so that they can develop new skills. For example, children used a safety knife to learn to cut their own fruit and staff supported younger children in using scissors safely. These daily practices support children well in understanding ways to have a safe and healthy lifestyle.

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

The management team have a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. They ensure all staff have attended further safeguarding training. The designated persons for child protection attend advanced training and support staff knowledge through regular meetings and discussions. This means that staff have a good understanding of their child protection policies and procedures. In addition, they have extensive documentation in place for further guidance. Management have revised all policies and procedures, including the staff induction programme to ensure all staff have a clear awareness of their roles. The manager has a good system to monitor children's development so that she can arrange any additional support children may need to narrow any gaps in their learning. They have implemented new procedures to support children who are learning English as an additional language. Consequently, all children now make good progress in their learning and development.

Since the last inspection, management have worked hard to address the actions and weaknesses raised, and as a result, the improvements have made a significant difference

to outcomes for children. Management have sought support and training for staff to improve their skills. They have carried out a thorough evaluation of the provision and set worthwhile targets for improvement. As a result, they have effective systems to check staff suitability to work with children and appropriate risk assessments to safeguard and protect children. They have improved their planning and assessment systems, which the manager monitors and ensures staff work with outside agencies if a child needs additional support. The manager carries out regular supervision on staff, enabling them to discuss further development and identify any training needs. However, staff, especially new members, do not have opportunities to observe each other to extend their skills and awareness of the setting's good practice and discuss how they can improve the quality of their teaching further. The manager now involves staff in the self-evaluation process and they have a current action plan, such as replacing all storage boxes for transparent ones so children can make independent choices more easily, for example. They are also developing the outside area to make it more stimulating for children. There is now a culture of shared responsibility amongst staff and as a result, they are confident in making a positive contribution. For example, staff used activities well to meet the needs of individual children.

Staff have positive partnerships with parents, other professionals and settings to meet children's individual needs. Parents can use the group's library and take books and story sacks home to share with their children. Staff are currently making a display for parents on the characteristics of teaching and learning so that they can see how staff support their children, and do the same at home. Each child's key person works closely with parents to support children who are learning English as an additional language. They seek good information on children's first language and use photographs of children at pre-school for parents to share with their children. Staff seek parents' feedback and many responded to the groups own survey of parents and children leaving the pre-school. This shows that parents feel their children made good progress while attending, and that good liaison with other settings children attend, ensured a positive, consistent approach. Parents have good opportunities to discuss their children's development, see any records and contribute to them. This promotes a consistent approach to children's care and learning experiences.

### **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. 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>	106967
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	949360
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Hamilton Pre-School Committee
<b>Date of previous inspection</b>	20/06/2013
<b>Telephone number</b>	0117 9144471

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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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