

West Haddon Pre-School (LTD)

West Haddon Endowed Primary School, The Green, WEST HADDON, Northampton, NN6 7AN

Inspection date

06/10/2014

Previous inspection date

13/01/2012

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

- The quality of teaching is good. Staff plan a wide range of interesting activities to ensure a balance across the seven areas of learning.
- Partnerships with parents and other professionals are successful and ensure that children get the support they need.
- Staff act as positive role models as they effectively manage the children's behaviour and talk about the importance of safety throughout the children's activities.
- The staff's enthusiastic approach to continuous professional development means that they have all the skills and knowledge to ensure children make good progress in their learning.
- Safeguarding procedures are effective and staff are clear about their roles and responsibilities. This ensures that children are protected and kept safe from harm.

It is not yet outstanding because

- Large group activities do not always fully support all children. For example, they are occasionally too long. Consequently, young children sometimes become distracted and less involved in their learning during these experiences.

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 children engaged in activities both indoors and outside.
- The inspector spoke to children and staff and held discussions with the registered provider and her management team.
- The inspector completed a joint observation with the manager.
- The inspector sampled documentation and records, including children's learning journals and staff files.
- The inspector viewed a sample of the pre-school's policies and procedures, checked the suitability of the staff and their qualifications.

Inspector

Andrea Price

Full report

Information about the setting

West Haddon Pre-School was re-registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of West Haddon Endowed Primary School, West Haddon, Northampton and is managed by a parent committee. The pre-school serves the local area and is accessible to all children. It operates from a purpose built premises and there is an enclosed area available for outdoor play. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications. These include two members of staff with Qualified Teacher Status and the manager who holds a level 5 qualification. Three members of staff hold a qualification at level 3 and another currently holds a qualification at level 2, working towards a level 3. The pre-school opens Monday to Friday. Sessions are from 9am to 3.15pm, term time only. Children attend for a variety of sessions. There are currently 25 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. 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:

- make the most of group activities to ensure that all children are consistently well supported, for example, by organising the children into smaller groups or reducing the length of the activity, in order to keep them fully engaged and ready to learn.

Inspection judgements

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

The quality of teaching in the pre-school is good. Staff fully understand when to become involved in children's play and when to allow children time to explore for themselves. Staff use open-ended questions that encourage children to think and consider what else is possible. This supports children to develop their critical-thinking skills and communication. Staff regularly complete observations of children at play, which are purposeful and clearly identify their next steps in their development. As staff get to know the children and their families well, they are able to provide them with a wide variety of interesting and challenging learning opportunities. Consequently, children are engaged and enthusiastic learners. Staff provide children with a large selection of high-quality and age-appropriate resources to choose from. Children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. Children have good opportunities to play and are able to access the inside and outdoor learning environments throughout the session times. They are well

supported by staff when they listen to stories and take part in singing, music and movement sessions. The pre-school's daily routine involves times where all children participate in an activity together. During these activities, older children show that they are fully engaged. For example, they eagerly follow instructions and dance along to the music. Nonetheless, on one occasion, during the inspection, a group activity went on for too long. Consequently, the youngest children occasionally became distracted or chose to move away. Therefore, the organisation of the group teaching session does not always meet the learning needs of the youngest children. That said, through discussion, staff are able to identify ways to improve practice to ensure that all children are able to make maximum progress in their learning.

Children are praised when they do well. This supports them to understand the difference between appropriate and inappropriate behaviour. Consequently, this helps children to build their confidence and self-esteem. Staff are responsive to the children's interests as they play. For example, during child-initiated play experiences, staff support children by asking relevant questions and modelling language. Staff skilfully give children time to respond, which encourages further learning and supports their thinking skills and understanding. As a result, children are seen to be excited and motivated about their learning as they begin to experiment in their play. There is a wealth of pictures, words, numbers and shapes in the both the indoor and outdoor environments. The literacy-rich environment also supports children who speak English as an additional language, as some of the resources are in dual-language format. Therefore, children begin to understand that print carries meaning. Children's physical development is well supported as they eagerly take part in a wide variety of activities outside. This area is well equipped and they enjoy investigating how water flows through pipes. Children play happily in the sand tray, which acts as a multi-purpose stage area when the lid is replaced. Children take an interest and are involved in caring for the everyday needs of the pre-school rabbit. This helps them to learn how to care for living things and builds their self-esteem. Children are fully supported in their personal, social and emotional development and are sensitively taught how to share. As a result, they play well together and are developing friendships. The progress check for children aged between two and three years are successfully completed. Any gaps in their progress are quickly identified and sensitively shared with parents. This early intervention ensures all children make good progress in their learning, given their starting points. This supports their readiness for school and the next stage in their learning.

Staff work closely with parents to support children's learning from the start. Home visits are offered to parents, before their children starts at the pre-school. During this visit, staff gather relevant information about each child's background, level of development and individual needs. This information forms a comprehensive picture of children's individual starting points for learning and development. Parents have regular discussions with staff during the settling-in process, which is flexible and meets the family's needs. Parents state that they feel that the consistent sharing of information ensures that their children settle well in the pre-school. Staff work closely with parents to ensure that their individual needs are well met through clear two-way communication. For example, parents receive daily feedback about their child's well-being and achievements. This feedback is shared in a variety of ways, such as, a home communication book, verbal discussions or via email. To share important information, staff are able to use a text message system used by the

adjoining school. Staff encourage parents to support their child's ongoing learning. For example, they give suggestions of how they can support their learning at home, based on their child's achievements. This means that parents are able to successfully contribute towards their child's learning and development.

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

Children are cared for in a bright and stimulating environment, with attractive displays of their artwork and photographs, helping them to achieve a strong sense of belonging. Staff gather and collect relevant information from parents about their child to ensure each child's needs are known and met. This also helps support the move from home to the pre-school effectively. Children demonstrate that they feel safe and secure at the pre-school, as they separate from their parents when they arrive and quickly settle to play. Staff are calm and patient and act as good role models to the children. For example, they demonstrate good manners to the children and to each other. Children settle well when they first start and there is a sensitive induction period to support them as they gradually separate from their parent. Good communication with parents ensures that information is regularly shared, so that children's welfare is fully supported. Strong links have been made with the adjoining school. Staff and children make regular visits to the school, using their facilities and joining in some school events. This supports children's well-being and their emotional readiness for school. Staff are well deployed and encourage children to learn appropriate boundaries in their behaviour. Children are learning about taking risks and keeping themselves safe as staff remind them of the importance of using their 'indoor feet' to prevent them running indoors and slipping over.

Children have good opportunities throughout the pre-school sessions to play outside and be physically active. This supports them to make progress in their physical development. In addition, staff plan purposeful play opportunities, making good use of the large outside areas of the adjoining school. Children's health is promoted well and most staff hold first-aid certificates, which enables them to deal appropriately with any accidents that may occur. Children's safety is given a high priority and regular risk assessments of the pre-school ensure that the areas are safe for all children. The key-person system is effective, this means that children form secure attachments and their emotional well-being is consistently supported. In addition, staff are knowledgeable and talk confidently about their key children. Children are confident and self-motivated learners who develop the necessary skills to prepare them for their future transition to school. This is achieved because the manager and staff have devised the playroom to enable children to become active learners and independent. Staff teach them to help tidy away the resources at the end of the session. Children are gently reminded by staff to place items in the correct boxes during tidy up time. This approach to collaborative working supports children's social skills and develops a sense of respect and care for their environment. Staff plan a variety of activities to support children in preparation for their transitions to other settings and school. For example, staff show children examples of local school uniforms and invite teachers to visit the pre-school.

Children are learning about how to lead a healthy lifestyle. Children are encouraged and supported to wash their hands before eating and after going to the toilet. As a result,

children are learning good personal hygiene practices. Staff provide them with a healthy snack. They help children develop positive attitudes towards healthy eating, as they support them to make choices about what they eat and drink and encourage them to try different foods. For example, snacks include bowls of fresh apples and toast and children are encouraged to choose between milk or water to drink. Children independently select which cups they want to use. Consequently, children are supported to develop their independence and are beginning to learn how to assess and manage their own needs. Staff are good role models and they encourage children to use good manners. This supports children's understanding of appropriate and inappropriate behaviour. Children are learning to be polite and develop good social skills. For example, during snack times, children talk to their friends about things that interest them, their family and the food they eat.

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

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage. This ensures that they are working within the framework and meeting their legal duties. The well-qualified and experienced staff work closely together as a very effective team. Staff are provided with good opportunities to extend their professional development through training courses, meetings with other early years settings and through in-house training events. For example, staff have recently attended training, increasing their understanding of the additional support that two-year-old children may require. New staff, students and volunteers undertake induction training, so that they know what is expected of them from the start. All staff have a secure understanding of the safeguarding and welfare requirements. Recruitment and selection procedures ensure that all adults employed at the pre-school are suitable to work with children. For example, Disclosure and Barring Service checks are completed on all staff. Children remain safe and secure as staff conduct effective risk assessments and safety checks each day before the children arrive. There is a comprehensive safeguarding procedure in place to monitor and manage any concerns about children. This is based on the Local Safeguarding Children Board guidance.

The pre-school is well organised and staff work collaboratively to provide an inclusive environment to support all children's learning and development. The management team monitor the delivery of the educational programmes through regular planning and staff meetings. Children make good progress because staff regularly observe and assess children's development and plan for their next steps. Comprehensive learning journals are compiled and children's individual achievements and progress are recorded. These are reviewed by the management team. The manager is knowledgeable about the support available to promote all children's development. As a result, children that are identified with having special educational needs and/or disabilities are provided with interventions to support good outcomes. The management team regularly undertake staff appraisals and supervisions. Within this process, the manager identifies strengths and training needs that the individual may have. Additional mentoring and support is offered to improve and develop their practice further. This shows the commitment the staff team has to develop themselves and the pre-school. Self-evaluation and reflective practice is embedded. Staff

have a good understanding of their strengths and areas for development. Action plans are implemented effectively to address children's changing needs.

Partnerships with parents and others are strong. Parents' questionnaires enable them to share their ideas, comments and suggestions. Parents are provided with clear written information about the pre-school and its practices. They are encouraged to speak to their child's key person each day, to discuss their children's experiences. More formal open opportunities are provided for them to view their children's progress reports and to help to establish their next steps in learning. Parents speak with confidence and pleasure about their child's personal development and how staff take time to share information and keep them updated. For example, regular meetings with children's key persons keep them well informed about their own children's learning. As a result, all children including those who speak English as an additional language and children with special educational needs and/or disabilities are particularly well supported. Effective partnerships with other professionals who provide care and learning are well established. This ensures a very good level of support to help children to make the best progress that they can, given their starting points.

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

Unique reference number	EY430408
Local authority	Northamptonshire
Inspection number	853087
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	25
Name of provider	West Haddon Pre School
Date of previous inspection	13/01/2012
Telephone number	01788 510940

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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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