

Haylands Pre-School

The Static Huts, St Georges Infants School, Park Estate Road, Portland, Dorset, DT5 2BD

Inspection date	21/10/2014
Previous inspection date	09/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff provide a safe and welcoming environment where children learn through play and exploration. They supply an extensive range of play equipment indoors and enable children to select independently.
- Staff know children well as individuals, and plan a broad range of activities to promote good progress in their overall development.
- Partnerships with parents are excellent. Staff provide many opportunities for parents to be fully involved in extending their child's learning.
- Staff help children to be well-prepared for school, by developing their confidence and independence skills.

It is not yet outstanding because

- Staff do not always keep children's progress records up to date in order to provide an accurate picture of their development at any one time to share with others.
- Staff sometimes miss opportunities to extend children's learning during daily outdoor play.

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's activities inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children.
- The inspector sampled documentation, which included policies and children's progress records.
- The inspector took account of parents' views, obtained via telephone conversations.

Inspector

Brenda Flewitt

Full report

Information about the setting

Haylands Pre-school opened in 2006 and is run by a parent committee. It operates from a building within the grounds of St George's Infants School, Portland, Dorset. There are two main playrooms with adjoining toilet facilities. Children have access to the school playground and playing fields for outdoor play. The pre-school is open each weekday between 9am and 3pm. A breakfast and after-school club also operates for children aged from two years six months to 11 years. The breakfast club opens from 7am to 8.45am and the after-school club from 3.15pm to 6pm in term time only. The holiday club opens from 7am to 6pm during school holidays. The pre-school is registered on the Early Years Register and both parts of the Childcare Register. The pre-school provides free early education for children aged two, three and four years. There are currently 104 children on roll, of whom 72 are in the early years age group. The pre-school supports children who learn English as an additional language. The pre-school employs 10 staff, all of whom hold appropriate qualifications in childcare. The manager has a degree and the deputy holds an early years qualification at level 4.

What the setting needs to do to improve further

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

- strengthen the assessment system so that each child's records are up to date to enable consistent sharing of accurate information about each child

- review the planning of daily outside activities to better promote all areas of learning.

Inspection judgements

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

Children enjoy the time they spend at the pre-school. Overall, staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They provide a welcoming and stimulating environment where children learn through play and exploration. There is an extensive range of play equipment and resources inside. Staff arrange these thoughtfully to enable children to select resources independently. Therefore, staff enable children to extend their own play and learning. Staff make observations of children's activities and achievements, which they record in individual files that include dated, annotated photographs. They use information from parents about children's achievements at home in their assessment. Each child's key person uses the information to identify and plan for next steps in children's learning. Staff have a good understanding of the requirement to complete progress checks for two-year-old children. Key persons know children well as individuals, which enables them to plan

activities to promote their good progress. However, some records are not up to date. This means that the information available for sharing is not always accurate, for example in the event of staff absence.

Overall, staff plan a broad range of activities linked to topics and children's interests. Visits to places in the local area extend children's understanding of the world around them. For example, a trip to a local coffee shop enables staff to teach children how to behave safely near roads, and appropriately in a more adult environment. Children make choices from the menu and are involved in paying for items they have had. Staff encourage children to notice changes in nature and differences as the seasons change. For example, they ask children to think about what they need to keep warm, and how the trees start to look different as winter approaches. Staff promote children's language skills well. They use ideas from the 'Every child a talker', programme to help children develop confidence in speaking. For example, staff provide 'chatter boxes' for children to fill with items from home. They then talk about the objects to their friends in a group. Staff join in with children's activities, talking with them, naming objects, people and concepts. For example, at the inspection, children enjoyed experimenting with dry pasta and lentils, using balancing scales and various containers. Staff used words such as 'heavier' and 'lighter' as they encouraged children to solve simple mathematical problems. Staff enabled children to extend their imaginative play by using the materials in the role-play area to act out familiar real life situations. Staff enable children to play outside every day, where they develop their physical skills as they climb, balance and move vehicles. However, staff do not always use these times to extend children's learning in other areas. For example at the inspection, children used the playground area where they rode on tricycles, scooters and other wheeled vehicles. Staff missed opportunities to pose problems, model positional language and provide writing materials to extend children's learning.

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

Staff provide a welcoming and friendly environment, where children build good relationships and settle quickly. Overall, the key-person system is effective and results in staff knowing the children well as individuals. Staff promote children's sense of belonging well. They provide individual equipment and display photographs and children's artwork in the pre-school. Staff raise children's awareness of people's differences through topic work. They teach children about helping others who are in need, and involve them in fundraising events and meaningful activities. This results in children learning to care for others and developing an understanding of the wider world. Staff establish effective links with school staff to share information and arrange visits, which helps to prepare children well for starting school.

Staff implement familiar routines and provide clear explanations so that children know what they expect from them. For example, children stop what they are doing and join in the 'Are you listening' song when staff require them to listen to instruction. Staff encourage children to help pack away play equipment, which teaches them to respect their environment. Staff teach children about taking turns, sharing equipment, and being polite. All this contributes to children behaving well. Staff regularly praise children for their

efforts and achievements; they provide stickers and certificates to celebrate moments to be proud of, both within the pre-school and at home. This all helps to boost children's confidence and self-esteem.

Staff promote children's healthy lifestyles well. Children practise good routines for personal hygiene and develop increasing independence as they use toilet and hand washing facilities unaided. Staff encourage children to manage their own outdoor clothing and allow them time to practise the skills they need. Staff enable children to choose from healthy options at snack times, which includes items such as fresh fruit, cheese and crackers. They teach children skills for preparing food and drink, supplying appropriate tools and equipment. For example, children develop independence in pouring drinks and using knives to spread butter. Staff extend children's understanding of the importance of healthy eating through discussion, and planning activities such as food tasting. Staff provide daily opportunities for children to have fresh air and exercise to promote their physical development.

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

The staff work well together as a team to ensure that the setting operates smoothly on a day-to-day basis. Staff implement clear policies and procedures that promote children's welfare and safety. Staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern, and knowing the procedures to follow. They keep their knowledge up to date through regular training. Clear recruitment procedures mean that staff are checked for their suitability to work with children. Staff complete risk assessments and daily checks so that they provide a safe environment for children to play. Staff are in the process of trialling an additional system for monitoring children's progress to help identify any gaps in their learning.

Partnerships with parents are excellent. Staff provide useful information about the nursery by way of written policies, a wealth of displays, regular newsletters and a website. They arrange sessions for parents to come into the pre-school to extend their knowledge of various aspects of their child's learning. Staff provide books for children to take home to enjoy with their families, therefore involving parents in promoting children's interest in books and stories. Parents have the opportunity to have an active voice in the running of their child's pre-school by joining the management committee. Key persons make themselves available to exchange information on a daily basis through conversation. They effectively communicate with other practitioners when children also attend additional early years settings. This helps staff to meet children's individual needs well. Parents say that they are very happy with the provision for their children and that staff are friendly and approachable. They report that their children have made good progress, particularly in confidence, social skills, and communication since attending. Parents appreciate how well staff prepare their children for settling into school.

Staff have successfully addressed the recommendations from the last inspection. This has improved aspects of children's health and learning. There are good methods for

monitoring staff effectiveness. Regular observation of staff practice, supervision and appraisals help identify any training needs. Self-evaluation includes views of staff, parents and school staff and leads to clear targets for development and continuous improvement. For example, staff are in the process of working with the school to develop the garden area to provide more permanent learning resources. Feedback from reception teachers has led to staff putting a stronger focus on encouraging children's learning in aspects of mathematics and literacy.

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	EY337262
Local authority	Dorset
Inspection number	834854
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	104
Name of provider	Haylands Pre-school Committee
Date of previous inspection	09/02/2011
Telephone number	01305 822625

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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