

# Ewyas Harold Pre School

Ewyas Harold Primary School, Ewyas Harold, HEREFORD, HR2 0EY

## Inspection date

22/10/2014

Previous inspection date

05/10/2009

## 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 in the pre-school effectively supports children to make good progress in their development.
- Effective partnerships with parents and a well-established key person system helps children form warm and secure attachments, promoting their well-being and independence.
- Children are safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting children in their care.
- Monitoring and self-evaluation are effective in maintaining continuous improvement in the pre-school.

### It is not yet outstanding because

- Children do not have enough opportunities to see different kinds of print in their outdoor environment to further support their early literacy skills.
- Staff do not always arrange an inviting space where children can relax or take part in quiet activities.

## 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 the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the deputy manager and staff.  
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the deputy manager.

## Inspector

Amanda Tompkin

## Full report

### Information about the setting

The Ewyas Harold Pre School was registered in 2009 and is on the Early Years Register. It is situated in purpose-built premises within the grounds of Ewyas Harold Primary School in Herefordshire. Access is via a ramp and the pre-school is managed by a committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff. Of these, three staff have appropriate early years qualification at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 17 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 children with special educational needs and/or disabilities.

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

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

- create an outdoor environment rich in print where children can learn that print carries meaning, for example, by using more signs, posters and labels
- organise space and relevant resources for children, who wish to relax and take part in quiet activities.

## Inspection judgements

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

Children's enthusiasm for learning and the secure progress they make is enhanced by staff, who have a good understanding of how to engage and capture children's interests. This supports them in making good progress towards the early learning goals. The pre-school gathers information from parents on induction about their child's interests, care needs, routines and what they can do at home. This information is used to plan activities and play around the child's individual interests. Staff regularly observe and assess where children are in their learning and development. All children have a learning journal book, which is used to plot and track their individual progress. This is used effectively to ensure there are no gaps in their learning and to plan for children's next steps in their development. Also, parents are asked to contribute by completing their 'wow' moments achieved at home which are added to children's journals. This complements children's learning and helps them make good progress.

Children's communication and language skills are promoted well because teaching is good and staff interact positively with children engaging in meaningful conversations with them.

Staff take time to listen carefully to what children say and ask them open-ended questions to help them develop their understanding. This promotes the children's confidence and self-esteem. Children's physical development is supported well as the garden is a regular feature of children's play and learning. Children enjoy racing their cars and scooters around the race track chalked out on the playground. Children learn about and see print in books. However, there are fewer opportunities to raise children's awareness of letters and words through the use of labels, signs and posters in their outdoor environment to further support children's early literacy skills.

Children are happy and confident. Staff are kind and caring, giving lots of cuddles, support and reassurance. This genuine, warm and responsive reaction raises the children's confidence and contributes to their overall well-being. This is an inclusive pre-school where all children and their families are valued equally. There are effective strategies in place to support children with special educational needs and/or disabilities. Staff use effective teaching methods, such as pictures, signs and simple instructions. As a result, the gap is narrowing for those children who enter the pre-school with development which is below the expected milestones for their age. Children's personal and social skills are fostered as they are encouraged to help with dressing themselves and performing self-care tasks, such as washing their hands before meals and putting on their coat before playing outside. These are skills which help prepare children to be ready for school.

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

All children appear happy and settled and they clearly enjoy attending the pre-school. Each child has a key person with whom they form very close attachments. The key-person system and settling-in period is managed well and is very effective in supporting individual needs because staff take time to get to know the children and build secure bonds. This is done through gathering written information, flexible settling-in sessions and discussions with parents. As a result, children feel emotionally secure. Children with special educational needs and/or disabilities are supported well. Staff create an environment that is welcoming, safe and stimulating, where children enjoy their learning and grow in confidence.

Children's health and well-being are supported effectively. They have daily opportunities to spend time outdoors during all weather conditions as they have the benefit of a sheltered area. Close partnerships with parents ensure that children's needs are consistently met. Children develop a good understanding of a healthy lifestyle as staff offer a variety of healthy snacks and talk to children about the importance of eating their vegetables at mealtimes. Children are encouraged to be independent in their choice of activities and in their self-care routines. Children confidently make choices about what they would like to play with. However, there is the potential to improve the indoor space and provision of resources for children, who want to relax while taking part in quiet activities.

Children behave well because staff are good role models and give clear instruction as to what is acceptable behaviour and children are reminded to be kind, share and take turns.

Children use good manners and know about the rules to keep them safe. For example, children remind each other to hold onto the rail as they go down the steps to the garden. Staff praise children for their achievements and this helps to boost their confidence and self-esteem. Children are emotionally well prepared for the next stage in their learning because staff give careful consideration to preparing them for school. Staff have good partnerships with the attached school and the Reception teachers are invited to the pre-school, as well as the children visiting the school regularly.

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

Management ensure that the safeguarding policy is implemented. All staff have a good understanding of their role and responsibility to protect children in their care, and know the procedure to follow should they have any concerns. Robust recruitment, vetting and induction procedures ensure staff are suitable for their role. Staff's ongoing suitability is supported through effective systems for supervision, appraisals and performance management. Good arrangements are in place regarding the programme for professional development, leading to a knowledgeable team.

The management team have good systems in place to monitor the effectiveness of the educational programmes. They work closely with staff to assess the quality of teaching and learning to ensure children are effectively supported in their learning. For example, staff carry out peer observations to share good practice and build upon the already good teaching methods. Systems are in place to track children's progress and where children may need additional support activities are planned to meet each child's needs. As a result, any gaps in children's learning are closing and children are making good progress. Staff share information effectively with other professionals providing care for children and valuable transition documents are given to parents and other providers. This demonstrates that staff understand how important it is to communicate with others, so that children receive complementary and consistent experiences in this pre-school and as they move on to school.

Staff are encouraged to participate in the pre-school's self-evaluation along with parents; consequently, planned actions to identify weaknesses are concerted and effective. Staff welcome advice from other professionals, including the local authority, and implement changes that are suggested to enhance their practice. Partnerships with parents are very strong. Key persons spend time with parents at the beginning and end of the day discussing their children's needs and achievements. Consequently, parents are kept well informed about their child's progress. Parents speak extremely positively about the pre-school and the progress their children make. They remark on how kind the staff are and how well they have helped their children to settle quickly. Overall, children are happy, settled and enjoy the time they spend within the welcoming and happy pre-school.

## 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>	EY393574
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	859533
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	13
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Ewyas Harold Pre-School Committee
<b>Date of previous inspection</b>	05/10/2009
<b>Telephone number</b>	01981 241 106

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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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