

# Horsley Woodhouse Pre-School

Methodist Church Hall, Main Street, Horsley Woodhouse, Ilkeston, Derbyshire, DE7 6AU

## Inspection date

17/11/2014

Previous inspection date

08/10/2009

## 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

- Children are effectively supported to learn and make good progress because staff use effective teaching methods to provide imaginative and challenging learning opportunities.
- Staff develop close bonds and attachments with the children who are happy and settled. Subsequently, children feel safe and secure.
- Staff fully implement robust policies and procedures to safeguard children. As a result, the welfare of the children is effectively promoted.
- The staff team are highly committed to improve the pre-school provision for all children. Reflective practice and clear action plans help to ensure that the pre-school is continually progressing forwards.

### It is not yet outstanding because

- There is room to maximise children's good progress even further by increasing the frequency of planned activities, to help more able children achieve their next steps in learning even more swiftly.
- Opportunities to actively engage parents in their child's learning at home, are not maximised.

## **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 in the main hall and the outdoor area of the pre-school.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector carried out a joint observation and held meetings with the pre-school manager and chair of the committee.
- The inspector viewed a selection of documentation, including staff suitability checks and the policies and procedures of the pre-school.

## **Inspector**

Elaine Tomlinson

## Full report

### Information about the setting

Horsley Woodhouse Pre-School was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Methodist Church in the Horsley Woodhouse area of Derbyshire and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from the church hall and there is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. All of these hold appropriate early years qualifications at level 3. The pre-school opens during term time only. Morning sessions are from 9.15am till 12.15pm, Monday to Friday. Afternoon sessions are from 12.15pm to 1pm on a Tuesday and Thursday, and 1.00pm to 3.30pm on a Monday and Wednesday. There are currently 24 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 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:

- maximise children's good progress even further by increasing the frequency of next steps planning for more able children
- explore ways of extending the partnerships with parents, in order to actively engage more parents in their child's learning at home.

## Inspection judgements

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

Staff create a welcoming and stimulating learning environment. Children benefit from an interesting and challenging range of activities, which encourages their curiosity. As a result, children are eager to explore and engage in learning. Staff effectively support children as they learn through skilful interventions. For example, they ask questions to encourage children to think and solve problems, and make suggestions to develop play. Similarly, staff know when to stand back, allowing children time to think and lead their own play. This encourages children to be independent learners. Staff have a positive attitude and they demonstrate their enthusiasm as they vary their body language and tone of voice as they play alongside the children. This helps to keep the children interested and motivated to learn. In addition, staff listen attentively to the children and respond efficiently to their needs. Subsequently, children develop a good range of skills in preparation for future learning.

Children are encouraged to move freely around the indoor and outdoor environments, making choices as they play. Children develop fine motor skills as they complete a selection of jigsaws. Staff provide different sized pieces to ensure there is challenge for the more able children. Children happily chat to each other as they make models in the construction area. They work together to solve problems. For example, they discuss how to make a car. Staff join in conversation with children. They model the good use of language and use repetition and gestures to support the learning of new words and concepts. As a result, children become more confident communicators. Children's early literacy skills are well promoted. They are provided with countless opportunities to make marks and write as they play. For example, children write their own names on registers and use note pads to share messages. They create patterns and write letters in cornflower and older children confidently sound out each letter to create the word. In addition, the book area is resourced with bean-bags and comfortable rugs. Children choose books for themselves and sit comfortably, quietly sharing books with each other. They smile and giggle as the staff member tells a favourite story. Children demonstrate that they can turn pages in the correct order and point towards text as they tell the story, which shows they have an understanding that words have meaning. Outside, children skilfully negotiate bikes around cones to develop their gross motor skills. Staff introduce concepts including faster and slower and, therefore, children are beginning to understand how things work. Furthermore, staff make the most of this opportunity to reinforce number recognition. For example, each bike and cone has a number and staff encourage children to park the bikes next to the corresponding numbered cone. Mathematics is also supported through every day play. Children count and sort a group of small objects and explore concepts such as size and shape through equipment, including the musical instruments.

The pre-school staff make use of organised observation and assessment procedures, including the completion of the progress check for children between the ages of two and three years. This helps to ensure that play is purposeful and developmentally appropriate. When children first start, key persons meet with parents to learn more about what the child can do already. These starting points are then used to ensure that the child's initial needs are planned for. This helps children to settle well. Staff get to know the children through regular ongoing observations and assessments of children. They effectively make use of planning to promote the all-round development of children, meaning that children make good progress. However, there is room to maximise children's good progress even further by increasing the frequency of planned activities, to help more able children achieve their next steps in learning even more swiftly. Information is shared daily with parents. Termly summaries of development help to ensure they are informed about their child's progress. Children who have special educational needs and/or disabilities are catered for well. Strong links with outside agencies and other providers helps to ensure that good information is exchanged between professionals. Consequently, the ongoing development of all children is effectively supported. However, there is scope to extend the existing good partnerships with parents further; for example, by frequently sharing ideas on activities for each child's individual next steps in learning and development. This will support home learning and ensure that opportunities for children to make even swifter progress are maximised.

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

Staff develop warm and close bonds with children, which is further supported by the embedded key-person system. This helps children to feel safe and secure. Staff greet children with enthusiasm and smiles as they arrive. Children respond well to this and show that they are happy to be in their company. Additionally, staff make use of this opportunity to chat with each child in turn. For example, they chat about what they have seen on their walk to pre-school. Staff show a keen interest in what the children have to say, which supports children as they develop more confidence. Staff are caring and show their concern when children become upset. They are calm natured and offer reassurance as they comfort children. Staff also encourage children to express their feelings as they listen attentively. Therefore, children feel valued and well-being is effectively promoted. When children first start, flexible settling-in procedures allow time for key persons to develop relationships with them and their parents. This process provides opportunities for staff to gather information in order to plan effectively. Children benefit from this because their needs are catered for and they settle quickly into the setting.

Staff praise children's achievements throughout the session. Positive recognition is given to those children who have, for example, remembered to use good manners at group time. This helps children develop good self-esteem. Children behave very well for their age and stage of development. The staff are good role models who show respect for the children and each other. Likewise, children are invited to participate in activities where they have to share and take turns, so that they learn to play cooperatively together. In addition, staff apply strategies to support any minor behavioural issues, including not sharing toys, consistently. This supports the children as they learn how to behave. Staff place a high priority on the safety of the children. All reasonable steps are taken to ensure that children develop an understanding of how to keep themselves safe. For example, when outside, staff ask questions that encourage children to think about what hazards may be ahead. Consequently, children develop an understanding of how to manage risk. Similarly, equipment is in good working order and staff monitor the play areas removing any hazards to enable a safe environment. Therefore, the well-being of the children is effectively promoted.

Staff provide secure, well-organised indoor and outdoor environments, which are laid out with child-accessible resources. As a result, children confidently explore and discover, making choices about what they want to play with. Likewise, the continuous free-flow system to the small outdoor area, means that children are provided with the opportunity to continue their learning outside. Children's good health is effectively promoted. They are provided with a well-balanced selection of snacks and are learning to make good food choices. Staff encourage children to wash their hands after messy activities and before food. This helps to promote the good health of the children. Staff provide good opportunities for children to develop a broad range of skills. Children put on their own shoes and coats. They access the toilets by themselves. Staff have successfully developed snack time to further develop children's independence. Children pour their own drinks and serve their own food. As a result, children are learning to manage their personal needs well. Children are well prepared when they start at the local school. Teachers are invited into the pre-school to meet with the children. Additionally, children participate in regular visits to the school to make use of their playing fields. This familiarity with staff and the school building helps to support the children with this transition.

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

The management team fully understand the safeguarding and welfare requirements of the Early Years Foundation Stage. Therefore, children's welfare is promoted effectively. Comprehensive safer recruitment procedures are in place, which help to keep the children safe. All staff and committee members are subject to the Disclosure and Barring Service checks prior to employment. This helps to ensure that they are suitable to work within the setting. All staff attend regular updated safeguarding training. Subsequently, they have a good understanding of how to keep children safe from harm. Staff are clear on child protection procedures and whom to report any concerns to. As a result, children are safe and protected while attending the pre-school. Staff make good use of risk assessments of the premises, outings and resources to maintain a safe environment. Robust policies and procedures are in place, which staff implement effectively into their working practices. Therefore children's well-being is very well promoted.

The management team demonstrates a good understanding of their role in meeting the learning requirements of the Early Years Foundation Stage. Thorough procedures are in place to maintain an overview of the educational programmes. This ensures children have access to a wide variety of experiences covering the seven areas of learning. Regular monitoring of the observation and assessment of children, supports the staff to keep them up to date and ensure children make good progress. The staff team meets weekly to share planning and discuss how best to meet children's needs across all areas of their development. Detailed appraisals are held for all staff, and the management team monitor staff performance through termly supervision meetings. Regular opportunities for staff to attend training to extend their knowledge, understanding and skills are provided. As a consequence, staff are well trained and qualified to meet children's needs.

Staff form strong relationships with parents. They make good use of arrangements for sharing information so that parents are kept well informed about their child's progress. Parents are very complimentary about the setting and feel well supported by the staff. They are invited to attend parent's evenings to discuss their child's progress. Parents are also provided with additional information through regular newsletters and notice boards. The management team have developed good partnerships with other settings and external agencies. Children benefit from sound working relationships with the local school as their well-being is effectively promoted when they move on from the pre-school. Appropriate interventions from external agencies are effectively sought, so that children can receive the support that they need. Therefore, children are supported to make good progress. The management team reflect critically on the pre-school. They are fully committed to improve practice in order to benefit children. For example, the use of the outdoor area has been developed to provide children with more choice about where they want to play. The management team use information from staff, parents and children along with their own observations of practice to effectively identify strengths and areas for improvement. They successfully implement a detailed improvement plan, which helps to ensure continual development.

### **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>	206799
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	865435
<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>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Horsley Woodhouse Pre School Committee
<b>Date of previous inspection</b>	08/10/2009
<b>Telephone number</b>	07969 964842

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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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