

# Hermitage Pre-School

The Hermitage, Wilford Road, RUDDINGTON, Nottinghamshire, NG11 6EL

<b>Inspection date</b>	11/12/2014
Previous inspection date	30/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Practitioners complete regular child protection training, have a secure understanding of their roles and responsibilities, and follow effective procedures to protect children. As a result, children are effectively safeguarded.
- Children form secure attachments with practitioners. This means children are happy, settled and behave well.
- Children make good progress in their learning and development given their starting points. This is because practitioners have a secure understanding of how children learn through play and plan relevant activities for individual children.
- Parents speak positively about the good ways in which communication is maintained. This helps parents keep up to date with their child's progress.

### It is not yet outstanding because

- Practitioners do not always make best use of the outdoor environment to maximise opportunities for children to explore and investigate independently.
- Older, more able children are not always and consistently challenged in their mathematical skills or supported in developing their concentration skills. This is with particular regard to memory games and story time.

## **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 children during activities indoors and outdoors.
- The inspector spoke with the manager, practitioners and chairperson of the committee at appropriate times throughout the inspection.
- The inspector held a joint observation with the manager and chairperson of the committee.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and practitioners records.
- The inspector looked at children's assessment records and a range of other documentation, such as policies and procedures and accident records.

## **Inspector**

Judith Rayner

## Full report

### Information about the setting

Hermitage Pre-School was registered in 1967 and is on the Early Years Register and is committee run. It is situated in the Hermitage building in the village of Ruddington, Nottinghamshire. The pre-school serves the local area and is accessible to all children. It operates from two rooms. There are two enclosed areas available for outdoor play. The pre-school employs seven members of childcare staff, of whom, five hold appropriate early years qualifications at level 3 and two are unqualified. The pre-school opens Monday to Friday, during the school term. Hours of opening are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 36 children attending, of whom all are in the early years age group. The pre-school receives funding for the provision of 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:

- make best use of the outdoor environment to maximise opportunities for children to explore and investigate independently
- support older, more able children by consistently challenging and developing their concentration and mathematical skills during memory games and story time.

## Inspection judgements

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

Children enjoy outdoor play. They demonstrate their good skills in coordination and control while they manoeuvre sit along and push along toys around their friends. They use the low-level climbing apparatus with confidence and good control. They eagerly have a go climbing the steps and then sit down as they move down the slide. This demonstrates that they have a good understanding in how to use equipment properly. Children play cooperatively as well as alongside their friends as would be expected of children of this age. They understand the importance of taking turns and independently carry this out so that all children at some point have a go with the various toys and equipment. This demonstrates that children's personal, social and emotional development in sharing toys is secure. Practitioners engage with children overseeing their safety when using the climbing apparatus but equally provide children time to play by themselves. However, practitioners do not always make best use of the outdoor environment to maximise opportunities for children to explore and investigate independently. Children are familiar with routines because practitioners provide consistent messages to help children feel secure, such as using the rope and rings for children to hold on to when walking safely back inside.

Children explore the good range of activities inside. They self-select toys of their choice because practitioners provide toys that they know children are interested in. Small group activities generally work well to enhance children's development. Practitioners include all children, ask open questions, offer good eye contact and support children's language skills well. However, older, more able children are not always and consistently challenged in their mathematical skills or supported in developing their concentration skills. For example, some children become a little fidgety and lose concentration during story time and some opportunities to challenge and extend children's mathematical learning during a memory game are missed by practitioners. Children build with construction, connecting bricks together and forming objects. Practitioners sit on the floor with children. They ask open questions to engage children in conversation about what they are making as well as introduce words to help describe the objects. This helps children enhance their language skills by using new words and learning to put words together to make small sentences. The role play area is used well. Children explore the resources and enhance their imaginative skills well, as they feed dolls, make pretend meals and wash the windows with sponges.

Practitioners are motivated and committed to ensure each child is offered and supported effectively throughout their time at the pre-school. The quality of teaching is good. This is because practitioners implement their good knowledge and understanding of how children learn through play. Practitioners have good systems in place to assess children's learning and development. Clear assessments are made from robust observations, which enable practitioners to plan activities that build upon children's individual interests and support the next steps in their learning. Practitioners also use supporting documents to identify and appropriately plan for the next steps in their learning. Practitioners make good use of the information gathered from initial discussions with parents and use this as a starting point for all children. Each child's progress is recorded in their own development file, which is also regularly shared with parents, keeping them updated on their child's progress. This also helps parents to understand how well their child is developing. Children are gaining a good range of skills to ensure their readiness for school when the time comes. For example, practitioners enhance children's mathematical skills by counting all the children waiting to go outside and again count how long it takes for practitioners to open the outdoor play area gate. Children engage well counting up to 13. Activities and ideas are shared between the key person and parents. This enables parents to continue their child's learning experiences at home. Practitioners are familiar with the progress check for children between the ages of two and three years, and complete this when necessary.

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

Practitioners oversee children's toileting, self-care routines and general care of the toys effectively. They are good role models and implement effective teaching skills to help children learn about being healthy and staying safe. Children are gently reminded about the importance of washing their hands after they have used the toilet and before eating in order to stop germs from spreading. Practitioners also talk to children about the benefits

of eating healthy foods during snack time and support their self-help skills. For example, children are supervised closely as they are encouraged to cut slices of cucumber while practitioners talk about why cucumber is a healthy food. During outdoor play, practitioners supervise children well ensuring that they learn about keeping safe while using more challenging equipment, such as the slide. They remind children to hold on to the railing as they climb the steps and quickly move off the mat when they have got to the bottom in order to let the next child slide down without bumping in to one another.

Practitioners successfully undertake training to ensure they handle and prepare food appropriately to prevent the spread of germs and food contamination. They also take into consideration children's individual dietary needs, including specific allergies and ensure these are met at all times while promoting children's health. There are a sufficient number of practitioners who hold current paediatric first-aid qualifications. This enables them to deal with any minor accidents and meet children's urgent medical needs swiftly, both on the premises or on any outings with children. Parents are informed as early as possible and offered appropriate support. Records are completed effectively ensuring that all details are informative and meet the legal requirements. Children benefit from regularly spending time outside in the fresh air while having fun.

Practitioners regularly use positive words of encouragement and praise, which helps children feel good about themselves. Consistent messages about what is expected of them delivered by practitioners creates a feeling of security for all children. They respond positively to practitioners effective strategies which are used to deal with any minor disputes and as a result, children quickly settle back in to their play. Toys, resources and activities are attractively presented and appropriate for the age and ability of children in attendance. Children are confident and make independent choices in their play. Children form warm and secure attachments with their key person and other practitioners. Practitioners value what parents say about their child when they first start, which helps practitioners plan relevant activities to help individual children settle. Children are supported well emotionally when starting at the pre-school and when moving on to the next stage in their learning and eventually on to school. Practitioners have a good understanding of the importance of linking with schools and share relevant information with the children's new teachers.

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

Practitioners undertake regular child protection training to ensure they have a secure knowledge and understanding of child protection procedures. They are confident and knowledgeable about what to do should they have any concerns regarding a child in their care. Furthermore, practitioners adhere to the clearly written policies and procedures to ensure all children are protected. Effective recruitment and selection procedures are in place, which ensures all prospective practitioners who will work with children are suitable to be in post. For example, all practitioners and committee members have completed Disclosure and Barring Service checks successfully. These checks for both practitioners and committee members are regularly updated to ensure they all remain suitable to work

with children. Ratios are met and all practitioners deploy themselves well ensuring they are able to support children in their learning and development. Children are supervised effectively by practitioners both indoors and outdoors. The manager reviews the risk assessments on a regular basis to monitor any emerging safety patterns. For example, berries outside are swept away before children access the area to ensure they are provided with a safe place to play. Furthermore, practitioners and children are actively involved in regular emergency evacuation procedures to ensure they are familiar with what to do should they need to leave the building quickly.

Clearly written policies and records cover requirements for the Early Years Foundation Stage. These include the action that is taken regarding any accident or injuries to children and practitioners in the pre-school. Public liability insurance is in place, which covers any eventualities regarding the smooth running of the service the pre-school provides. A good range of records are maintained effectively. Practitioners understand the importance of maintaining accurate records and also ensure that all records remain on the pre-school premises at all times. Information is held securely and shared in a confidential way in order to protect children. Practitioners work well as a team and support one another effectively which also benefits children. This is because the practitioners create a safe, secure and stimulating environment for all children. An established programme of professional development helps practitioners improve their knowledge, understanding and practice through access to training, meetings and annual appraisals. The committee are supportive and strive to make improvements with the manager and practitioner team to which children benefit. Regular training keeps them up to date with the Early Years Foundation Stage and new ideas to enhance children's all-round development. The overall self-evaluation is effective. Recommendations raised at the last inspection have been successfully addressed to promote children's learning. For example, practitioners have reviewed the way they track children's development. Through implementing robust observations and planning activities and experiences, children make independent choices in their play as well as practitioners being able to support the next steps in their learning. Educational programmes are closely monitored to ensure children are provided with a varied range of activities and experiences in the pre-school.

Parents speak positively about the good ways in which communication is maintained. This helps parents keep up to date with their child's progress. Practitioners also understand the importance of having effective partnerships with parents and external agencies. This helps all those involved with the child to secure well-timed interventions to ensure children receive the support they need. Practitioners work well with other agencies to identify and support children with special educational needs and/or disabilities. Overall, children receive focused support to enhance their all-round development and welfare needs. Parents of new children starting are offered sensitive support. They are also offered a good range of information about how their children will be looked after while practitioners offer flexible settling-in times and sessions. Furthermore, practitioners work flexibly with parents to assist in the smooth move from home to pre-school and then on to 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>	253414
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	864500
<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>	26
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Hermitage Pre-School Committee
<b>Date of previous inspection</b>	30/03/2011
<b>Telephone number</b>	07923487030 am only

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

