

Hale Preschool

Village Hall, Hatchett Green, Hale, Fordingbridge, Hampshire, SP6 2NE

Inspection date	17/12/2014
Previous inspection date	02/12/2009

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

- The staff work well together and create a friendly environment. This means children and parents feel welcome and enjoy their time at pre-school.
- Children are motivated to learn and make good progress as a result of good quality teaching.
- Staff support children's emotional development well when they move to school because of the confidence gained, and the close relationships between the pre-school and school.
- Children's behaviour is good due to consistent expectations from staff.

It is not yet outstanding because

- The committee has not developed efficient systems to evaluate the service they provide and provide high-quality professional supervision to the manager in her role.

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 interactions between children and staff both inside and outside.
- The inspector toured the premises.
- The inspector sampled relevant documentation, including some policies and procedures.
- The inspector conducted a joint observation with the manager.
- The inspector talked to staff, parents and children.

Inspector

Sharon Palmer

Full report

Information about the setting

Hale Pre-school opened in approximately 1976. It registered with Ofsted in 2001. It is run by Hale Pre-School Committee. It operates from a dedicated room in the village hall in the rural village of Hale, in Hampshire. The pre-school opens five days a week during term times, with sessions running Mondays and Fridays from 9am until 12 noon; on Wednesdays from 9am until 1pm, and on Thursdays from 8am until 3pm. The pre-school is registered on the Early Years Register. There are currently eight children on roll. The pre-school receives funding for the provision of free early years education for two, three and four-year-olds. The committee employs three members of staff, all of whom have recognised early years qualifications.

What the setting needs to do to improve further

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

- extend evaluation systems to detail the staff's professional development, including that of the manager.

Inspection judgements

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

Staff plan effectively to meet children's individual learning needs so children make good progress. Staff know the children well and provide experiences that they enjoy and which offer a good level of challenge. Children benefit from many opportunities to make choices and decisions because they experience a good mix of individually chosen play with some more structured activities. For example, children choose to play with toy dinosaurs as they wish, or join a group for some creative artwork. This arrangement helps the children to learn through exploration and to become independent learners. Staff regularly observe children in their play and make accurate assessments of their progress. Parents are invited termly to discuss their children's progress, including for the children's check at age two years.

Staff promote children's language development well through the use of specific strategies. For example, they involve all the children in discussion in the morning group time. This gives children the opportunity to talk about what they have been doing at the weekend. Staff use this time well to give clear instructions of what activities are available, which helps children make informed choices for their chosen play. Staff often get down to the children's level to speak with them, asking useful questions. This approach encourages children's thinking skills well. Staff understand the importance of giving children time to respond to questions without interruption. This means children have time to think and work out their replies.

Staff make good use of the outdoor area to support children's physical development. Children show increasing control of their bodies as they experiment with different ways of moving. For example, the children enjoyed pedalling around on scooters, or sitting in the sand pit experimenting with the sand, while developing their hand coordination. Children have opportunities to use a range of natural materials, such as mud, and enjoy making mud pies. They put these into a microwave, and staff encourage them to count how long the mud pies take to cook, so children use their early mathematical skills in fun ways.

Children are happy and confident in the pre-school environment. They show sustained levels of interest and enjoyment in their chosen play. Staff foster children's personal, social and emotional development well. Designated staff ensure they establish close bonds with children. Parents state they are happy with their children's progress, and that staff keep them updated regularly. Staff help children gain the necessary skills, attitudes and dispositions ready for the next stage of learning. For example, children have opportunities to colour, draw and make marks with a wide range of resources such as pencils, chalks and paintbrushes which supports their early and pre-writing skills.

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

Children behave well in the pre-school, developing good social skills. They are friendly, confident and polite. They respond well to the caring interactions of staff that encourage them to be safe and considerate to others. For example, staff explain how it can be upsetting to children to damage each other's creations, such as sandcastles. Children have a good understanding of the routines and staff expectations. For example, children know when they are expected help to put away their toys or wash their hands, and do so willingly, with minimal support.

Staff provide a wide range of toys and resources both inside and outside aimed at promoting all areas of children's learning and development. Children confidently explore the resources available, choosing what they want to play with. Staff make good use of the available resources to promote children's development.

Staff help children to learn the importance of following a healthy lifestyle. Children enjoy nutritious healthy snacks of fruit which are supplied by the parents, showing how staff work with parents to promote healthy eating. Hygiene and food preparation arrangements are effective. Children are encouraged to develop good personal-hygiene routines, such as by using the toilet independently. This ability to manage their personal needs helps prepare them for the eventual move to school by helping them feel emotionally secure.

Staff provide good support for children when they first start at pre-school because they operate special sessions to find out information about the children's likes, dislikes and abilities from their parents. This information helps the staff to prepare the children emotionally for pre-school because they are able to provide resources that they will enjoy when they first start. This approach helps children settle in quickly.

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

The small staff team has built close relationships with each other, the committee and with parents which create an effective and harmonious pre-school. They implement the requirements of the Early Years Foundation Stage effectively. All staff are fully aware of their responsibilities to promote children's learning and development. The manager monitors the children's progress and the quality of staff teaching closely. However, although the manager monitors the staff's performance, the committee does not provide high-quality professional supervision for the manager in order to support her continued professional development, and drive improvement in the teaching provision across the staff team as well as possible.

Children's safety is the staff's priority. They implement the safeguarding and welfare requirements effectively. They make the building safe for children's play by regularly completing effective risk assessments. For example, the staff sweep leaves off the decking before the children use these outdoor areas. All staff have relevant first-aid training so know how to respond when necessary. The committee has robust systems for staff recruitment, which include a formal interview, relevant background checks and taking up references. Staff are trained in safeguarding and understand the procedures to follow if they are concerned about a child's welfare. A comprehensive range of policies and procedures underpin staff practice. This information is provided for parents to remind them of the staff team's commitment to safeguarding children.

The management and committee are new to their role and their evaluation methods are not well documented. However, the manager has identified areas that she wishes to improve such as continuing to build relationships with the school and putting procedures in place to contact other settings that children may attend. Sharing of information with outside professionals helps to support children's on-going learning and development well.

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	110542
Local authority	Hampshire
Inspection number	845992
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	12
Number of children on roll	8
Name of provider	Hale Pre-School Committee
Date of previous inspection	02/12/2009
Telephone number	07826295383

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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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