

Hatch Warren Under Fives Pre-School Limited

Hatchwarren Community Centre, Long Cross Lane, Hatch Warren, BASINGSTOKE, Hampshire, RG22 4XF

Inspection date	12/01/2015
Previous inspection date	21/09/2010

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 enjoy their time at this welcoming and supportive pre-school. They make good progress because staff understand how children learn, and encourage them to develop their own ideas.
- The management team has good systems in place to monitor the educational programmes and children's progress. They are committed to continuous improvement through reflective practice.
- Children are enthusiastic, purposeful and imaginative learners. Staff plan interesting and stimulating activities that fully engage children. Consequently, they relish learning.
- Practitioners know and understand their role in keeping children safe. They implement the good safeguarding procedures.

It is not yet outstanding because

- There is scope to work even more closely with parents to increase the opportunities to involve them in their children's learning and promote activities at home.
- Staff do not fully develop children's understanding of technology by providing varied experiences to practise and explore modern technology in all aspects of their learning.

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 compulsory part 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 base rooms, the garden room and in the pre-school garden.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled written observations, planning documentation and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector held meetings with the head and deputy of the pre-school, the chairperson and vice chairperson and spoke with staff at appropriate times throughout the inspection.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

Hatch Warren Under Fives Pre-School Limited re-registered in 2010. It is a committee-run group and operates from various rooms in a community centre in Basingstoke, Hampshire. Children have access to an outdoor area. The pre-school opens Mondays to Fridays, term time only, from 8.30am to 3pm. There are currently 65 children on roll, in the early years age group. The pre-school receive funding for the provision of free early education to children aged two, three and four years. The pre-school is able to support children with learning difficulties and/or disabilities, and children who speak English as an additional language. The pre-school also runs various groups for younger children including parent and baby, messy sessions and parent and toddler groups. There are 15 staff members employed to work directly with the children. All staff hold relevant early years qualifications. The head of the pre-school has Early Years Professional Status.

What the setting needs to do to improve further

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

- strengthen the opportunities to involve parents in children's learning and provide more information about children's activities, to encourage them to continue their children's learning at home
- maximise opportunities for children of all ages to use information and communication technology to enhance all aspects of their learning.

Inspection judgements

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

Staff demonstrate a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and how young children learn. As a result, they successfully provide opportunities for children to be active and motivated learners. Staff meet regularly to discuss children's progress and their emerging interests and they use this information to provide challenging learning activities. Consequently, all children are making good progress towards the early learning goals preparing them for future learning and their move on to school. Staff work effectively in partnership with other professionals and parents when children require additional help. This provides consistent help for all children, including those with special educational needs and/or disabilities, to make the best possible progress.

Staff are deployed very well to support children's learning and their care needs. One-to-one interaction and small group activities help meet the children's individual requirements.

Staff support children's communication and language skills very well. They continuously talk to children about what they are doing and develop exciting and interesting activities to encourage language through positive interactions. As a result, children are developing good levels of speech and learning new words. Teaching is effective in the way staff question and talk to the children about what they are doing. This deepens children's thinking and problem-solving skills and helps to extend their communication skills. For example, a small group of children enjoyed dressing up as fire fighters. Staff asked, 'What do they need to put out fires?' Children excitedly replied, 'They need hoses'. Staff effectively developed children's imaginative play to help children make hoses. They to rolled large pieces of blue paper with tissue paper in the end to represent the water.

Children are gaining a love of stories because staff provide them with a good range of books and a cosy place to share them. Staff read stories and ask children appropriate questions to encourage them to participate in the story. Staff skilfully enhance children's understanding of mathematics. They count, use numbers, and recognise and name shapes in everyday situations. For example, jigsaws and number songs. Staff provide a good range of writing implements that children feel access to draw and practise early writing skills. Staff encourage children to be expressive. They engage enthusiastically and enjoy a wide range of craft activities.

The pre-school establishes positive relationships with parents. However, there is scope to share more information with parents to involve them in their children's learning and to help them reinforce children's learning at home. Nonetheless, staff arrange regular parents' evenings to enable discussions about all aspects of children's progress and there are good opportunities to share children's assessment records and future learning targets. Staff complete summary achievement reports including the two-year-old check. Parents use these processes to share information to make staff aware of changes to children's interests and routines at home.

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

The pre-school operates an effective key-person system in order to support children's emotional welfare. As a result, children are relaxed and happy. Staff gather good information from parents about their child. This helps children make the move from home to the pre-school successfully. Staff are fully aware of the importance of meeting children's individual needs, to help them feel safe, secure and confident to explore. Staff consistently praise and encourage children's achievements and efforts. This means that staff effectively support children's emotional well-being. Staff provide a stimulating environment for children. They resource both indoor and outdoor areas with a wide range of good quality equipment and activities, which engage children's interest.

Children show good levels of self-care and are learning to manage their personal hygiene. Staff take the opportunity to talk to children about health and hygiene and promote hand washing routines. Children learn that they must wash their hands after using the toilet and before eating food. At snack children make choices from a variety of healthy foods and help themselves to milk and water. As a result, children's are developing independence.

There are clear procedures in place for children's dietary requirements. Staff work in partnership with parents to ensure they meet children's health requirements. Children use the outdoor environment throughout the year to enjoy vigorous play. They learn how to confidently use and develop their physical skills. For example, they climb, balance, jump in puddles and dig in the sand and mud. This means children learn that outdoor play is not just an activity for fair weather and benefit from lots of fresh air.

The learning environment for children is safe, clean, welcoming, and very calm. Children behave very well. Staff are a positive role model for children. They provide consistent routines and boundaries that help children know what is expected of them. They encourage children to share and take turns during activities. This supports children to be cooperative and have harmonious relationships with their peers. Staff teach children how to keep themselves safe and how to manage some risk. For example, they understand the importance of handling scissors and fruit knives safely. Staff complete effective risk assessments to ensure that all areas and equipment are fit for use.

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

The leadership and management team has a good understanding of the safeguarding and welfare requirements. They operate a robust recruitment and induction to ensure all staff are suitable to work with children. Staff demonstrate vigilance when dealing with children's safety. They fully understand the safeguarding procedures and implement them. Staff recognise the signs and symptoms that may indicate concern for a child's welfare and are clear about how to promptly follow up concerns. Staff are vigilant about the security of the premises and check all visitors before entry. Management provide high staff ratios and effectively deploy staff to supervise children. Consequently, staff keep children safe.

The leadership and management team is fully committed to providing a good quality service to children and their families. They have successfully addressed areas for improvement. They have created a comprehensive self-improvement plan to drive the already good provision forward. This takes into account the views of parents when evaluating practice and setting priorities for the future. The new head of pre-school demonstrates a good understanding of managing practitioners' performance, such as providing specific training for individuals and groups of staff. This successfully addresses any identified performance issues and improves learning outcomes for children.

The head of pre-school successfully monitors the educational programmes and the progress children make. Partnerships with other professionals are strong and contribute significantly to children's well-being and development. Consequently, children's make good progress in their learning and staff meet their care needs well. Daily discussions and an open door policy contribute to the good working relationships between staff and parents. Parents offer positive feedback and are delighted in the difference they have seen since their children started at the pre-school. The pre-school has developed an effective process for children moving onto school. Teachers visit the pre-school and staff share the

comprehensive records of children's learning and development to promote the continuity of learning. These good links prepare children well for their move to school.

The Childcare Register

The requirements for the compulsory 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	EY408886
Local authority	Hampshire
Inspection number	831708
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	45
Number of children on roll	65
Name of provider	Hatch Warren Under Fives Pre-School Limited
Date of previous inspection	21/09/2010
Telephone number	01256322788

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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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