

Hartest Pre-School

Inspection report for early years provision

Unique Reference Number	EY362565
Inspection date	15 July 2008
Inspector	Deirdra Keating
Setting Address	Hartest Primary School, The Row, Hartest, BURY ST. EDMUNDS, Suffolk, IP29 4DL
Telephone number	01284 830860
E-mail	mark@mstokes.demon.co.uk
Registered person	Hartest Pre-School Group
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Hartest Pre-School opened in 2007 and operates from a purpose built building within the grounds of Hartest primary school, Hartest, Suffolk. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday for 50 weeks a year. Sessions are from 08:00 to 18:00 each day. Children have access to a secure enclosed outdoor play area.

There are currently 24 children from two to under five years on roll. Of these, 13 children receive funding for early education. Children come from the local area and attend for a variety of sessions. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs five members of staff who all hold appropriate early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is extremely well promoted because staff follow thorough and consistent procedures that are documented and shared with parents. Comprehensive policies and procedures are in place to ensure children's health is consistently maintained such as a health and safety policy. All written consents are sought by staff to ensure children receive the best treatment in the event of an accident or emergency. A well stocked first aid kit is stored centrally and staff have attended first aid training. Any accidents or medication requirements are meticulously recorded and signed off by parents on collection. The pre-school is spotlessly clean and well maintained. Children are developing excellent health and hygiene practices because staff actively promote hand washing using large picture timelines and colourful written prompts. Children wash their hands at the accessible sinks that have been specifically designed for them. Tissues are available and children are encouraged to use these and dispose of them appropriately. Nappies are changed by caring and sensitive staff who maintain extremely high standards of care using thorough and preventive measures to ensure that children are protected from cross-infection.

Children benefit from an extremely healthy diet. They enjoy varied, well presented snacks which comply with all special dietary requirements and are freshly prepared. High standards are consistently maintained in the small, kitchen area by staff who have attended specific training in the correct preparation and storage of food. The snack time is managed extremely well; children access this at times of their own choosing. They enjoy a relaxed and social snack time where they accomplish new skills such as spreading honey and pouring milk or water. They enjoy wholemeal bread, kiwi fruit and are actively encouraged to drink water. This is available in an appealing dispenser for children's independent access and staff actively encourage children to drink ensuring they are well hydrated. All children enjoy free-flow access to the outdoor area, this enables them to enjoy activities outside in the fresh air. Children also enjoy walks in the locality, they walk out into the countryside where they gain exercise and enjoy the benefits of a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a purpose-built light and contained environment that is extremely well maintained. The organisation of space has been extremely well planned to give defined areas. Toilet facilities are accessible and child-friendly. Child sized soft furnishings encourages children to access resources comfortably, for example, the graphics area in the middle of the room is inviting, homely and very comfortable. The room has been very attractively decorated to give a child-friendly and colourful atmosphere with children's work and achievements displayed on the walls. Children use an extremely good range of high quality safe and suitable equipment. A broad range of resources are stored at a low-level which promotes children's independence. These are displayed to look appealing and inviting for children. Resources provide a balanced range of activities that are interactive and promote children's learning in all areas. The equipment is carefully washed and checked to ensure that it is safe and hygienic for children to play with.

Children are cared for in an extremely safe environment where staff take positive steps to minimise all potential risks. A designated health and safety officer ensures that all risk

assessments are conducted and logged. Fire drills are conducted regularly and documented to ensure that children know what to do in the event of a fire. Daily risk assessments are conducted by staff before the children arrive. These cover the whole premises and ensure that it is safe and children are protected extremely well from all identified risks. The premises are very safe and secure and arrival and departure times are managed safely and effectively. Children are extremely well protected from potential harm because staff are vigilant and have a good understanding of their roles and responsibilities in the protection of children. Staff have all attended safeguarding training and a designated member of staff is the group's safeguarding coordinator. Comprehensive documentation is all readily available which ensures that correct procedures can be put into place should a safeguarding concern arise. This ensures that children's welfare is paramount.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children develop confidence and a strong sense of self through positive interaction with adults. Younger children settle extremely well as they have formed very trusting and close relationships with staff and are keen to enjoy tactile support and reassurance. Staff confidently use the 'Birth to three matters' framework to plan activities and support their excellent practice. Staff are extremely sensitive and flexible to children's needs. At group tidy-up time a train track is left for a child to return to, staff listen carefully to children respecting their wishes and needs at all times. Children who do not want to participate in group activities are supported extremely well by attentive and flexible staff. A child who is unsure during the parachute play is given one to one time by staff who gets down on the child's level to establish the cause of the problem. Children thoroughly enjoy their freedom of movement and move resources to support their ideas and play. The resources are superbly organised and staff offer excellent support to children who thrive in the exciting and reassuring environment.

Nursery Education

The quality of teaching and learning is good. Forward thinking staff are planning ahead to incorporate the Early Years Foundation Stage framework. They follow children's interests well using observations of children to inform assessments and target next steps. Plans are clearly linked to stepping stones and provide children with specific activities to ensure they continue to progress towards the early learning goals. Children's behaviour is good throughout the day. The light and airy room has been laid out extremely well to give children a wide range of choices that have been set out to look inviting and appealing. The session is extremely well paced with children sustaining long periods of interrupted play and activity. Children move freely between the indoor and outdoor areas. They clearly enjoy the freedom of movement and choice that is offered through the stimulating and varied activities on offer. Innovative resources, for example, a tactile board with range of questions encourages children to understand that text carries a meaning and gives them opportunities to experiment with resources such as switches. Staff provide children with good challenges and extend their learning. Skilled and sensitive interactions enhance the quality of children's imaginary game extremely well whilst allowing children ownership and change of direction in their play. Children playing in the home corner are provided with extra resources, for example, a doctor's bag as they recreate roles in the home corner. Staff use a letter and number line to recognise letters and numbers in their names and children confidently link letters to sounds.

Children are motivated to learn through exciting and challenging activities which capture their interests. Children are self-assured as they form relationships with adults and peers, they

confidently approach adults and staff initiating conversation and asking questions. Children work well in small and groups, they are respectful and are learning to share resources well. Staff encourage children to manage developmentally-appropriate tasks for themselves which promotes their personal independence. For example, children are learning self-care skills such as putting on aprons, staff provide encouragement as they teach children to fasten the straps. Children thoroughly enjoy parachute games on the playground, all children are involved as staff call their names out during a rhyme, children relish this activity as they run under the parachute and work co-operatively as a team.

Children engage well in imaginary play where they have time to become engrossed in their game, they co-operate well and staff support the game by allowing them the space and time to develop their imaginary ideas and act out their roles. Children participate with high levels of involvement as they put on stethoscopes and check their dolls are getting better. Children have good opportunities to explore through messy play experiences where they can compare differences and discover how things work. Children play outside where their interest and curiosity is enhanced, they learn to solve problems and take on new concepts as they experiment with a water wheel predicting what will happen as they pour water. Children use damp sand to create sand castles they are focused and concentrate for long periods of time as they fill buckets pat them down and turn them upside down. Staff take children for local walks in the woods where they observe seasonal changes and look for mini beasts and flowers.

Children are making good progress in their mathematical development. They enjoy a good range of colourful equipment and activities which enable them to learn about shape, space and weight. A variety of games and stories encourage children to count, staff support children well as they count animals in the story encouraging them to count to 10 and beyond. Children learn new concepts, for example, taking one away as they sing counting songs with staff. Children enjoy a range of physical activities that helps them to develop their confidence and skills. Parachute games and ball games encourage children to develop their physical abilities on the playground where a range of activities are provided. Children also have free access to a grassed outdoor area, however, this area does not fully reflect all the areas of learning.

Helping children make a positive contribution

The provision is outstanding.

Children learn social skills and enjoy being with and talking to adults and other children. Extremely good methods for obtaining information regarding children's individual needs are in place, all staff read records and memorise key points in order to help new children settle and feel at home. Records are extremely detailed and comprehensive giving an excellent range of information about individual children. Children develop a strong sense of belonging, they self-register using photographic name cards and celebrate their birthdays with a cake and card. Children develop an extremely good sense of community as they walk through the village observing features and spotting their own homes. A tranquil and calm book corner has been creatively resourced to provide a quiet and relaxing area. A fish tank and fairy lights promote a tranquil atmosphere which is used well by children who request stories from staff and use the comfortable environment to relax. Staff ensure that the resources positively represent the children who attend as well as individuals from the wider community, this helps children develop a positive attitude to others. A welcome poster is in different languages and there are a very good range of cultural instruments and multicultural books. Children are actively encouraged to learn about other cultures and beliefs through a broad range of exciting activities including celebrating a good range of festivals and traditional days. Children's spiritual, moral, social and cultural development is fostered.

The setting has an extremely positive approach to caring for children with learning difficulties and/or disabilities. Staff follow concise policies in line with the code of practice. A designated staff member is the accredited designated member of staff for the pre-school. Children are supported extremely well by caring and attentive staff who ensure that all children in the setting enjoy equality of opportunity. Clear individual education plans are provided for each child and shared well with parents, carers and other professionals. This ensures that children receive the best support and that they are provided with good continuity of care.

Behaviour is of a consistently high standard. Children become engrossed in a wide range of purposeful and developmentally appropriate activities. Group rules are shared extremely well throughout the day helping children understand the expectations and boundaries and enabling them to play safely. The simple rules are displayed in the room to remind children of the group's expectations. Staff have a sensitive approach and provide timely interventions for occasional incidents using strategies that are innovative and fair. Any incidents are shared sensitively with parents, who are warmly welcomed into the pre-school and receive an excellent range of information regarding events, visits and care routines. Staff provide daily reports on children, ensuring children experience good continuity in the care they receive. Policies are proactively shared with parents and comments are proactively sought and used to improve practice. New parents are welcomed in by invitation and invited for taster session where they are greeted by warm and friendly staff. Staff provide specific days, for example 'Dad's day' to encourage fathers into pre-school and involve them in activities.

The partnership with parents and carers is good. The staff work closely with parents to ensure children can be cared for fully in line with their wishes and share their achievements. A good range of documentation including a written complaints policy are easily accessible to parents in the entrance corridor. Additionally, regular newsletters are issued highlighting the main topics that older children will be exploring in their learning. However, children's development is not fully supported as their parents are not actively invited to contribute to share and contribute to their written records.

Organisation

The organisation is outstanding.

The children feel at home and at ease with an extremely well-organised environment. This means they are very confident to initiate and extend their own play and learning. The registered person uses effective recruitment procedures which ensure that staff are appropriately checked and qualified. Induction procedures and excellent teamwork make sure all staff work together well to promote the children's enjoyment and achievement.

Children are extremely settled and secure as good ratios are always maintained. Group sizes and staff deployment contributes extremely well to the children's good health, safety and ability to take an active part in the setting. Arrival and collection times are managed safely and clearly documented in registers. The setting is managed by an efficient and competent manager who has a comprehensive understanding of the National Standards. The operational plan is well organised and implemented. Policies and procedures are used effectively to promote the welfare, care and learning of children.

The leadership and management is good. The staff form a team that are very well supported by the voluntary parent committee. They have all worked hard to secure a purpose built premises. The aims of the setting are reflected in all aspects of practice. Job descriptions ensure staff are all aware of their roles and responsibilities and training needs are identified. Regular meetings

enable staff to review the effectiveness of the curriculum planning this ensures that the quality of nursery education is monitored and adapted accordingly to meet the individual needs of the children. Staff work very closely with an early years advisory teacher to ensure that teaching methods are effective and inclusive. The staff have extremely good links with the local school which helps to ease children's transition.

Overall the children's needs are met.

Improvements since the last inspection

At the last inspection the setting was asked to provide more opportunities for children to develop their physical skills indoors. This has been addressed and there are many opportunities for children to develop their physical abilities inside the setting.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that parents and carers can contribute to and share children's written records
- develop the outside area to reflect all areas of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk