

Haversham Pre School

Inspection report for early years provision

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Inspector Susan Marriott

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Haversham Pre-school registered in 2009. The group operates from Haversham First School and is a Direct Service Provision run by the Pre-school Learning Alliance (PLA). The group use the main school hall and an adjoining room. There is access to a fully enclosed outside play area.

The setting receives funding for early education. It is open each weekday during term-time and sessions are from 8.50am to 11.20am. The setting is registered on the Early Years Register. The group provides 20 places and there are currently 18 children attending who are within the early years age group. The setting serves the local and neighbouring communities. A small number of children attend other settings such as childminders and other pre-schools. The setting is developing links with the school on which it is sited and provides for children with special educational needs and/or disabilities.

There are three staff members, of whom, two hold relevant childcare qualifications. The staff team is supervised by a qualified managing practitioner from the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This is a newly-established, friendly and inclusive setting where the children make good progress in their learning and development. Staff sustain high quality interaction with children to promote positive attitudes and to draw learning from play. Many aspects of children's welfare are promoted well and management within the setting is well-organised. However, the complex organisation of the senior management system has led to weaknesses in the recruitment and vetting system which impacts upon safeguarding. Generally good partnerships with parents and carers and planned home visits mean that staff have a good knowledge of each child's needs. The capacity of the setting to improve is satisfactory although staff have not yet begun to develop efficient procedures to support the ongoing review of their work.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review, assessing what the setting offers against robust and challenging quality criteria, with particular reference to safeguarding and the recruitment process
- develop further opportunities for children to explore, develop and represent learning experiences that help children to make sense of the world.

The effectiveness of leadership and management of the early years provision

Required policies, procedures and paperwork are in place to support the promotion of children's welfare and the setting staff have the necessary skills and knowledge to protect children appropriately. However, confusion of staff roles and responsibilities mean that the senior management of the organisation do not have a clear overview to ensure that appropriate checks are always carried out on the correct people. This impacts upon the efficiency of safeguarding procedures and potentially compromises children's safety. Regular risk assessments and daily checks ensure that hazards are minimised. Good daily practice, such as regular fire evacuation drills reinforce children's understanding of safety issues.

Whilst the staff have to set out and pack away the equipment on a daily basis, the setting makes effective and efficient use of the building and resources to promote children's learning and development across all areas of learning. Children have free flow access to the outdoor play area which is increasingly utilised to offer children an extended range of opportunities across the six areas of learning. For example, numbered parking bays enable children to practise recognising numerals as they park the bikes and the inclusion of a disabled parking bay increases their awareness of disability. Staff work well as a team, are well-trained and deployed effectively to provide individualised support to their key children. When staff members attend external training, information is cascaded to colleagues, ensuring that knowledge and good practice is shared appropriately. This helps to create a positive environment, where children feel secure and happy.

Managers and staff have a clear understanding of anti-discrimination, enabling them to implement appropriate policies and provide a service which is inclusive for all children and their families. Good communication with parents means that staff are able to work well in partnership with them. Parents receive thorough information about the setting and their child's progress, for example, through newsletters, daily talks with staff and review meetings with key workers. The setting has emergent links with other professionals such as speech therapists and the lower school. Managers within the setting demonstrate a clear vision for the future of the setting but have not yet implemented effective systems for self-evaluation to identify apparent weaknesses in the organisational systems and to take suitable action to drive continuous improvement.

The quality and standards of the early years provision and outcomes for children

Children make good progress in most areas of learning and are well supported in their achievements because staff have a competent understanding of the Early Years Foundation Stage. For example, skilled practitioners use a fast pace of delivery and visual cards to hold children's interest during circle time, talking children through the calculation involved in the finger rhyme of 'Five Fat Sausages'. The staff have developed good procedures for observing and assessing children. This information is used to inform activity planning and ensure that children are

offered activities that promote their individual development. However, analysis of the children's learning journey records shows a minor imbalance in the emphasis being given to the development of children's knowledge and understanding of the world. Good use of the key worker system, including planned home visits before the child starts, means that staff know the children well and can therefore provide appropriate individualised support.

The environment is attractive and generally accessible, enabling children to make independent choices. For example, children choose to fetch some water to add to the sand tray, enabling them to mix their own 'cement'. Children's enjoyment is enhanced and their learning effectively extended because staff join in appropriately with their play and discussions. For example, a member of staff draws children's attention to the mixing of colours of paint and engages the children in discussion about different shades of purple being made when red and blue paint is mixed in differing quantities. Children are beginning to use language confidently and imaginatively as they discuss the shop they have created. Children begin to recognise their own names as they register their arrival by planting their own named flower in the sand tray garden. Staff read stories to individual children and small groups. They develop early writing skills as they make marks on the table top covered in paper, paint with rollers, learn to use paint brushes and manipulate play dough tools. The setting introduces letters and sounds through the same phonics system used by the school and children attempt to write their own name on their work using name cards freely available.

Children have many good opportunities to use their knowledge to solve daily problems. For example, they count how many children in the circle and compare the number of boys and girls in their key worker group. They work out how that two more cups are needed for the snack table. Children use a camera to take photographs of activities they particularly enjoy. Children have opportunities to develop physical skills as they ride on bikes and throw bean bags at an apple tree target. They understand healthy practices such as washing hands after sneezing and before touching clean plates when setting out the snack table. Children develop their imagination as they play in a pop up tent and enjoy shop role play. They organise 'cement mixing' in the outdoor area and experiment with musical instruments. Children develop skills for the future as they develop independence, share ideas and work together. For example, staff encourage children to try to fasten their own coats. Children develop a good understanding of appropriate behaviour as they discuss and implement the setting's 'Golden Rules'. They show care and concern for each other, for example, older children readily involve younger ones in their play, often taking them by the hand to help them join in. Children's behaviour demonstrates that they feel safe. They confidently approach visitors to the setting, select resources and play independently or with other children and staff.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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