

# Heatherbrook Pre-School

Inspection report for early years provision

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**Unique reference number** EY273376  
**Inspection date** 17/12/2009  
**Inspector** David Shepherd

**Setting address** Heatherbrook Primary School & Community Centre, Astill  
Lodge Road, Leicester, Leicestershire, LE4 1BE

**Telephone number** 07976348395

**Email**

**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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Heatherbrook Pre-School is a Leicester City Council provision which opened in 2003. It operates from a mobile in the grounds of Heatherbrook Primary School in the Beaumont Leys area of Leicester. It has a secured outside area. It also has use of the school field. Disabled access is through the main door. The pre-school opens from Monday to Friday during school term times. Sessions are from 9.00am to 12.00pm and 12.45pm to 3.15pm. There is no afternoon session on Fridays. There are currently 30 children on roll, all of whom are of Early Years Foundation Stage age. The pre-school supports children with special educational needs and/or disabilities and those for whom English is an additional language. All four staff are well qualified. The pre-school has good links with the school and the Pre-school Learning Alliance. Excellent links are maintained with the local authority. The pre-school is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision was judged to be good. It is outstanding in meeting the learning development needs of children of the Early Years Foundation Stage age and good in meeting their welfare needs. The staff know the children well and ensure that all of them, including those with special educational needs and/or disabilities, are fully engaged in and enjoy their activities. The staff review their work well and have a good capacity to improve provision further.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- make the kitchen facilities inaccessible to children (suitable premises, environment and equipment) 01/03/2010

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

- ensure the purposes of activities are included in planning
- link assessments more closely to the Early Years Foundation Stage Profile

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

Procedures for safeguarding children are good. With the support of the local authority, staff have developed a wide range of policies, including safeguarding, health and hygiene, behaviour management, inclusion and complaints, that ensures the efficient management of the pre-school. Risk assessments are carried

out regularly. Equipment and toys are checked daily in case they have been damaged during the previous session. However, the kitchen facilities are accessible to children and this presents an unnecessary risk.

Staff are deployed effectively. Key workers know the children in their group well. They assess and record the progress that these children make. These assessments are linked to the criteria in the six areas of learning of the Early Years Foundation Stage provision but not to the criteria in the Early Years Foundation Stage Profile. Staff receive training regularly to help keep them up to date. However, planning consists of the activities that are being provided and not the purpose of the activities. All staff work and play well with the children to ensure they receive enjoyable and challenging learning experiences at the pre-school.

Staff review their practice at the end of each session. They meet each week to plan future provision. They devise and implement action plans that focus on improvements. The action current plan focuses on communication, language and literacy. This is an important area but not enough emphasis is given to improving outcomes for children in problem solving, reasoning and numeracy. Staff have used the national guidance on self review well to ensure that the pre-school is providing effectively for the children. However, this self review is too descriptive and not evaluative enough. Areas for development do not focus enough on outcomes for children. The local authority also monitors provision at the pre-school which makes a useful contribution to the pre-school's own evaluations. The ambition to drive through improvements in provision is good. The capacity to improve further is good. Administrative tasks, such as marking the register, are carried out efficiently.

The internal accommodation is spacious. The mobile has two classrooms, one of which includes an internal climbing frame. The outside provision is good. It is secure and safe. The pre-school can also use the school field and trim trail. Children have opportunities to ride on scooters and other ride-on toys, play football and engage in sand and water play. Resources are plentiful They are in good condition and fit for purpose. Most are stored neatly in boxes to enable children to access them easily. The building is well maintained and provides an exciting environment for children.

The partnership with parents is outstanding. Parents complete a child friendly registration form that complies with statute and includes permission for children to receive emergency medical treatment should that be necessary. It includes a photograph of the child. A child orientated `Welcome Pack` includes the activities that take place in the pre-school and information about snacks. Useful guidance is provided for parents on how they can help their children at home. For example, guidance is provided on how parents can help their children hold scissors safely and how to hold a pencil correctly. A parents' questionnaire has also been completed that indicates that the pre-school is providing effectively for their children. A number of useful workshops have been held for parents. These include a visit to the library, a winter picnic and a Christmas workshop. Parents contribute to the assessments and targets that are set for their children in the six areas of provision. This ensures that each child is catered for very well and that parents are working alongside key workers for the benefit of their children.

Good links are maintained with the school, especially with the reception teacher. Useful transfer records are given to the school when the children leave the pre-school. A good partnership exists with the Pre-School Learning Alliance. Excellent relationships exist with the local authority.

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

The quality of provision overall is good. Provision for children's learning and development needs is outstanding and their welfare needs are good.

Children take part in their activities eagerly and clearly know what they want to do. They enjoy their activities and carry them out calmly and with good humour. During the inspection, this included chatting to each other in small groups, mark making on whiteboards, cutting, sticking, painting, printing with shapes, construction activities and creative play in the hairdressing area. They listened intently to stories and followed the pictures with interest. Outside, children enjoyed playing in the sand and dressing up. They built with wooden blocks, drew pictures and found their names to put alongside their pictures. Evidence from displays on the walls indicates that all areas of the Early Years Foundation Stage provision are included over time. Children have plenty of opportunities to practise their speaking and listening skills through the close interaction between staff and children. They are encouraged to become independent and help themselves. For example, they help to prepare snacks by cutting up fruit and making sandwiches and tidy up well for their ages after playing with apparatus and toys. Good opportunities are provided for speaking, listening, reading, writing, number and for practising computer skills. Provision to help children for their future lives is good.

Children behave well and are developing good social habits. They form good relationships with staff and respond readily to them. They get on well with each other. This helps to make them good early learners and well prepared for their schooling. Children play sensibly. They do not get in each other's way and have due regard for adults, furniture, equipment and materials. The pre-school is a happy and welcoming place and provides a secure and enjoyable environment for all the children.

Children feel safe because the furniture, equipment, toys and materials are suitable for the children's ages and in good condition. The premises are secure and children are well supervised.

Children wash their hands before snacks and after going to the toilet. Occasionally, toilets are not flushed after use. Children help themselves to water at any time. This promotes their independence well. The tables are wiped before snack time to prevent the spread of infections. Snacks are healthy and include fruit, milk and water. Children play outside in the fresh air. This helps them to experience a healthy lifestyle.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met