

# Hyde Pre-School

Inspection report for early years provision

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**Inspector** Anne Mitchell

**Setting address** Hyde Church Rooms, Hyde, Fordingbridge, Hampshire, SP6 2QH  
**Telephone number** 01425 655714  
**Email** lindsayandrews@btinternet.com  
**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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**

Hyde Pre-School opened in 1984 and is a committee run group. It operates from three rooms in a community hall in the village of Hyde near Fordingbridge and serves the local area. There is a fully enclosed garden for outdoor play.

The pre-school is registered on the Early Years Register to provide care for 26 children from two years of age. There are currently 24 children on roll. This includes 21 children who are in receipt of nursery funding. Children attend for a variety of sessions. The pre-school supports children for whom English is an additional language and those with special educational needs and/or disabilities.

The group opens each weekday during school term times. Sessions are from 9am until 1pm. On Wednesdays during the summer term the pre-school is open until 3pm. A total of eight staff work directly with the children. Of these, six hold relevant childcare qualifications. The setting receives support from the Early Years Advisory Team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children flourish in this caring and stimulating environment. They make significant progress in all areas of their learning and development given their varied starting points. Staff recognise each child as a unique individual and meet their needs with significant success building on their interests and enthusiasms. The rich and varied learning environment supports children's development successfully. The pre-school's capacity for continued improvement is strong because the systems to monitor and assess the provision are highly effective.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing further partnerships with parents and others to ensure consistent and effective reciprocal communication.

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

The systems to ensure children are protected from harm and neglect are robust. Management ensure all staff's knowledge and understanding of child protection is secure at each staff meeting through in-house training. Recruitment and vetting procedures are rigorous and secure to ensure all adults are suitable to work with children. Induction procedures ensure all new staff and volunteers have a clear understanding of their roles and responsibilities. Comprehensive written risk

assessments for all areas of the pre-school and for outings ensures high levels of safety and security at all times.

Staff have been innovative in creating a fully accessible and stimulating environment that meets the needs of all children in the setting. Children have the freedom to develop their learning indoors and outside with equal success. Displays around the room provide positive images of cultural diversity and disability, as do the broad range of resources, play equipment and musical instruments. Photographs displayed around the room show the children who attend, at play, promoting their self-esteem and confidence. Staff are deployed effectively to enable children to explore their environment independently, while offering excellent levels of support as required. Good use is made of recycled materials. For example, children use old soap pump dispensers for paint.

Management and staff are highly committed to continued improvement. Recommendations from the last inspection have been effectively met. An ongoing development plan with dates for completed actions includes improvements in opportunities for children's learning, partnership with parents, carers and others, continued training and storage issues. The views of parents and children are also sought as part of the setting's rigorous self-evaluation practice. The staff team have a strong partnership with parents and carers. Parents are provided with clear and comprehensive information about the pre-school, including planned activities, outings or events. They are provided with regular newsletters and parent questionnaires to seek their views. They are encouraged to support children's learning through completing 'All about me' books. Written information about children's routines and development is exchanged on a daily basis. The pre-school staff liaise well with other settings, providing information about children's progress and invite other practitioners to share information.

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

Children are extremely happy and settled, and demonstrate very high levels of confidence and self-esteem. They are highly motivated to learn, and develop exceptional levels of independence. A child makes a model from construction equipment and tells a member of staff, 'It's a snow skater, and its got an engine. It clears the snow'. The adult successfully extends the child's thinking and asks 'Where would you take it?'. The child replies 'To America. It can move the snow upside down'. Children enjoy excellent levels of support and interaction and staff participate fully with genuine interest, using lots of open ended questions to help children solve problems and think for themselves. Children develop close relationships with each other and with staff. Two children work cooperatively outside to build a house for the pre-school's mascot from tiles and wooden bricks. In discussion, with each other they use problem solving skills to work out how the roof will fit without the rain coming in. Children have a keen interest in building through the current theme. They look at housing and lifestyles in African cultures. A planned visit from Malawian scouts to talk to the children about their home and lives in Malawi brings the subject to life. Children and staff talk about life in Africa at circle time, and how people in many villages carry their water, what they eat

and what they wear. Outside children are provided with a bucket, part filled with water to experience water carrying.

Illustrated and comprehensive 'Learning journeys' record children's progress under all areas of learning. Planned and child-initiated activities are evaluated to ensure continued improvement. Staff recognise and acknowledge the different ways in which children learn. The development of the outdoor play area has provided boys in particular with greater opportunities to develop early mark making and problem solving skills in practical ways. Children with additional needs and English as an additional language are very effectively supported through the support of knowledgeable staff and close liaison with their parents and other professionals involved in their development. These systems are highly successful and ensure all children are included, tailoring their learning to narrow the achievement gap.

Children enjoy a stimulating and exceptionally well organised environment, both inside and out. Resources are fully accessible to all children and the full range of resources and activities to support children's learning and development successfully is available both inside and out in the garden. Children move freely between the indoor and outdoor environment. They are able to use the book corner inside for quiet stories individually or in small groups. In the garden a comfortable tent with cushions, books and music offers an outdoor alternative. Children have regular opportunities to explore the local environment with local walks and visits to the church and school, the local garden centre, and shops in the nearby town.

Children's safety is very successfully promoted. They learn about keeping themselves and others safe through handling tools safely to cut fruit and bread. As children hammer nails, one warns 'Keep your fingers out of the way, or you might bang them'. Children understand the boundaries within the pre-school and when they are exploring the local environment to ensure they keep themselves and others safe. They use tyres, blocks and planks to build a raised walkway in the garden. A member of staff supports their learning about whether it will hold their weight and if it will be safe to cross, enhancing their understanding of safety. Effective policies and procedures are followed by staff, parents and children to ensure children are safe in the pre-school and on outings. Children's health and welfare is significantly enhanced. They prepare and enjoy healthy snacks of exotic fruits, wholemeal pitta bread and cheese. They follow excellent hygiene routines and are independent in their personal care. Staff have introduced low level mirrors to help children blow their noses properly. Children understand the importance of good hand hygiene and will remind others to wash their hands ready for snack time. Children's behaviour is exemplary. Staff have very high expectations for children's behaviour and are excellent role models, providing a culture of mutual trust and respect. Children work cooperatively together on construction projects or creative activities. They are polite and well mannered and are eager to help to tidy up or prepare snack. They learn about taking turns and seek support from staff when minor disputes occur. When there is confusion about sharing a toy, the children ask the member of staff to find the timer so they can share fairly.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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