

Hartest Pre-School

Inspection report for early years provision

Unique reference number	EY362565
Inspection date	10/03/2011
Inspector	Sue Rogers

Setting address	Hartest Primary School, The Row, Hartest, BURY ST. EDMUNDS, Suffolk, IP29 4DL
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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*.

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

Hartest Pre-School registered in 2007 and is run by a committee. It operates from purpose-built accommodation within the grounds of Hartest Primary School in Hartest, Suffolk. There is a fully enclosed area available for outdoor play.

A maximum of 24 children aged from two to eight years may attend the setting at any one time. There are currently 47 children on roll, of whom all are in the early years age group. The setting receives funding for early education places. It opens Monday to Friday from 8.30am until 3:30pm, during term times. Children attend for a variety of sessions. The setting currently supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The pre-school employs five members of staff. Of these, one member of staff holds a BA Honours degree and two are currently working towards a foundation degree and hold a level 4 EYP qualification. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well supported throughout their learning by a knowledgeable and committed staff team. Children's safety is enhanced by a good range of documentation, policies and procedures, which are well presented and regularly reviewed. A wholly-inclusive learning environment ensures that all children's needs are considered carefully when activities are planned. Children who have special educational needs and/or disabilities, and those who speak English as an additional language are supported well. Effective partnerships are in place with parents, carers and other agencies, ensuring that all opinions are valued. The staff are committed to ongoing self-evaluation, demonstrating the setting's good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to learn about the cultures and beliefs of other people and extend their appreciation of the wider world.

The effectiveness of leadership and management of the early years provision

Children are well protected as policies and procedures for safeguarding are comprehensive. All staff have completed relevant child protection training and understand their roles well. Staff know how to recognise signs and symptoms of

abuse and the necessary steps to follow if they are concerned. Thorough risk assessments are carried out regularly and detail any potential risks. Daily check lists and additional safety equipment further protects children safety, as this ensures that the resources and premises are safe. Children are well supervised by staff as they play and explore, which promotes their feelings of safety. Children grow in confidence as they negotiate challenges, developing an appreciation of how to keep themselves safe. Robust recruitment and vetting procedures ensure that all staff are suitable for their role. Staff are encouraged to access many training opportunities and to develop in their professional role.

Regular discussions and opportunities to share information with parents ensure children's continuity of care. Effective partnerships with parents and the host school result in the needs of each child being met well. Staff are skilled at working alongside additional agencies and supporting both children and their parents. They have established good links with other providers of early years care, and through these are able to access specialised training sessions. Parents freely access their child's learning records and their comments are noted down and included in the planning of future activities. Staff have set up a detailed notice board for parents, who feel very well informed about staffing, the organisation and future activities. These positive links add to the good level of care offered each child.

Staff listen to children's opinions and note their preferred styles of learning to ensure that the space available is regularly adapted to meet their needs and provide positive learning opportunities. Staff strive to make the premises as welcoming as possible, where children feel safe and can learn from activities that interest them. Strong leadership and the positive commitment of the staff mean that the setting is effectively managed. Children's individual needs are considered throughout all aspects of the learning environment. Plans for any improvements to be made to the provision are informed by children's preferences, questionnaires and careful observation of children's needs. All staff take the time to measure and evaluate the effectiveness of the setting. They are skilled at identifying their strengths and weaknesses and are well placed to promote improvements which reflect the needs of the children.

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

Children make good progress in this well-resourced setting where their individual needs are carefully considered. Children's learning records are well documented and contain annotated photos. They learn to measure volume as they carefully mix powder paints and discuss the different colours they produce. Their language skills are well promoted while listening to a sound lotto game, where they match objects to sounds. Accessible mark-making resources, a writing table and the text rich environment encourage children's appreciation of the purpose of text. They express themselves confidently throughout all aspects of their play, for example, describing what they are doing during their imaginary play activities. They learn about size and shape as they draw around each other with chalk in the

playground. Children also gain an increased awareness of the value and purpose of numbers because they are encouraged to count and add up as they play. Staff provide children with intuitive support throughout sessions and know when to include themselves by making suggestions or asking questions. Children enjoy story time, when they listen attentively to the reader. Although children have some opportunities to learn about the cultures and beliefs of other people, these are limited and do not give children a full appreciation of the wider world.

Children are developing friendships because they recognise that their play activities are enhanced when they include other children. They are kind and considerate to one another, accommodating each other's needs as they learn and explore. Children have a good understanding of how to adopt a healthy lifestyle through a wide range of outdoor activities and because staff promote healthy eating well. They access a challenging array of wheeled toys and are learning how to accurately throw balls. Children also enjoy a wide range of healthy snacks, which include fruit and waffles. As they help to cut the bananas, children discuss happily the reasons why fruit is nutritious. Children help themselves to water and milk at snack time and throughout the session, ensuring they have sufficient to drink. Their independence is promoted as they put on their own footwear and coats prior to outdoor play. Although the outdoor area has some good resources, which include balancing activities, there are more limited opportunities for children to travel around, under, over and through climbing equipment. The premises are frequently adapted to provide activities that reflect children interests and needs. Children's differing needs are accommodated well in the planning and in the delivery of adult-led activities. This ensures that children are stimulated consistently and engaged in exciting learning opportunities. The children display good levels of safety awareness, due to the strong relationships they have forged with the staff and because they are regularly taught about how to avoid dangers and play sensibly.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	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	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