

# Hanbury's Farm Pre-School

Hanbury's Farm Primary School, Derwent, TAMWORTH, Staffordshire, B77 2LD

## Inspection date

Previous inspection date

07/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress in their learning because they enjoy a stimulating environment provided by motivated and knowledgeable staff.
- Partnerships with parents and other professionals are strong and ensure children receive the consistent support they need in their care and learning.
- The setting monitors the practice of the staff and swiftly tackles weak practice to ensure children enjoy their learning in an environment which promotes mutual respect.
- The setting gives the highest priority to the safety of children and effectively supports children's growing understanding of how to keep themselves safe and healthy.

### It is not yet outstanding because

- Opportunities are not fully maximised by staff to speak to parents and invite them to contribute and share their views with regards to their child's learning prior to completing the progress check at age two years.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the toddler room, pre-school room and outdoor areas.
- The inspector took account of the views of parents/carers spoken to on the day of inspection and included in the self-evaluation.
- The inspector spoke with the manager and all childcare staff about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures which included safeguarding and complaints, children's learning records, setting's self-evaluation systems and a range of other documentation.

## Inspector

Dianne Sadler

## Full Report

### Information about the setting

Hanbury's Farm Pre-School was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built building on the site of Hanbury's Farm Primary School in Tamworth, Staffordshire. The pre-school serves the whole area of Tamworth and is managed by the Pre-school Learning

Alliance. There is a fully enclosed area available for outdoor play.

The pre-school employs 16 members of child care staff. Of these, all hold appropriate early years qualifications at level 2 and level 3. Two members of staff, including the manager, hold a foundation degree, one of whom is working towards level 6. The pre-school operates from 8am to 3pm, Monday to Friday, this includes providing a breakfast club. Children attend for a variety of sessions. There are currently 89 children attending, all of whom are within the early years age group. The pre-school supports children with special needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enhance the two-way communication with parents so that they are fully involved in sharing their views about their children's learning before the progress check at age two years is completed.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff plan interesting and challenging activities and experiences that meet the individual needs of all children well. The educational programmes have depth and breadth across the seven areas of learning which ensures children are motivated and eager to learn. Staff frequently observe children's learning and clearly record their findings in children's individual learning folders. They successfully use the information obtained to complete thorough assessments of the good individual progress children make. Staff also complete the progress check for children aged two years and give parents a summary report. However, there is scope to improve the opportunities for parents to reflect with the key person and share their views before the summary is written, in order to provide a complete picture of children's overall learning.

Children enjoy a bright and very interesting environment which is organised into two main age-related play areas. Resources in all areas are plentiful and easily accessed by children. This encourages all children to explore, investigate and develop skills needed to prepare them for school. Staff maximise the use of the indoor and outdoor areas and ensure both areas promote children's learning well. For instance, throughout the session, pre-school children can freely choose to play outside. When outdoors they enjoy a wide range of activities which include interactive singing and rhyming games, such as, 'What's the time Mr Wolf?'. Children engage well with staff, listening carefully to the rhymes which enables

them to successfully anticipate key events and phrases. This supports their communication and language skills. All children involved in the game concentrate well and develop their physical skills. They have great fun as they tentatively approach the 'wolf' and then run away laughing and screaming. Children are also encouraged to listen to the noises they hear within the outdoor environment. Staff skilfully draw their attention to the noise of an aeroplane flying over and children listen with intent and interest. This develops their understanding of the world around them.

Younger children have planned times outdoors and also enjoy well-planned activities. They learn the importance of replacing the wet, dirty sand situated in the sand-pit, with clean sand. They are encouraged by adults to consider mathematical concepts, such as, empty and full as they use items, such as, spades and buckets to collect the sand and put it into a bin. They develop their skills in communication as they model language spoken by adults. For example, when a child cannot explain what he wants to use, the adult supports him well, saying, 'It's 'r' for rake'. All children enjoy being creative and develop their imagination. Younger children enjoy creating images of their faces using paper plates and different materials, such as, paint and string. They develop their good self-esteem as they see their work proudly displayed on the wall. Older children benefit from making 'poppy' pictures for Remembrance Sunday and create pictures of fireworks using paint. They continue to learn about the wider world as they explore religious celebrations, such as Diwali, when they create their own 'rangoli' patterns on paper which they decorate with different materials.

### **The contribution of the early years provision to the well-being of children**

Children are supported very well to manage the transition from home to the setting and then from one play room to another. This enables them to form secure and trusting attachments with all staff, including their individual key person. Staff take time to get to know all children and their parents and carers well. They show an interest in children's lifestyles and ensure all children's individual needs are known and respected from the outset. At times, some children demonstrate they feel unsure and lack confidence. They benefit from lots of praise and encouragement from staff to enable them to be fully included. For example, when a pre-school child is reluctant to sing his favourite song at 'welcome time', staff give him good support and enable him to join in, by asking all children to sing as a group. This develops children's confidence and supports their emotional well-being. All children behave well and respect the needs of others. They take turns and readily share resources, such as, the bicycles outdoors.

Children are effectively supported to understand how to keep themselves safe and healthy. For example, younger children learn why it is important to replace dirty and wet sand outdoors and why they must not flick sand as it may harm others. Older children successfully use resources, such as, scissors safely at the collage table and confidently help themselves to resources found within the environment. All children enjoy sociable mealtimes and develop their good independence. Older children benefit from accessing healthy snacks, by choice, throughout the session and pour their own drinks of water or milk. Younger children thoroughly enjoy taking responsibility for the washing of dirty utensils after their planned snack time.

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

All staff and the management team have a good understanding of their responsibility to ensure that the setting meets the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Comprehensive policies and procedures are implemented very well to ensure any concerns are prioritised and dealt with effectively. Staff have a good understanding of how to protect children from harm and access training with regards to safeguarding. All areas of the setting are organised well both indoors and outdoors and all hazards are identified and minimised successfully. This ensures children are cared for in a safe and secure environment. Staff are recruited and vetted very well which ensures children are cared for by suitable adults who are enthusiastic and motivated.

Managers have been fundamental in ensuring the setting has embraced the revised Early Years Framework and all staff have managed recent changes within the setting very well. All staff demonstrate a secure knowledge and understanding of how children learn and develop. When gaps in children's learning are identified or children have special needs, the setting works well with other professionals, such as, speech therapists. This ensures all children receive the support they need. In addition, there is effective partnership working with other early years professionals, such as, nursery teachers, when children attend more than one setting. Staff are pro-active in ensuring there is a good two-way communication which supports continuity of children's care and learning.

Discussions with parents demonstrate that they are very happy with the care and learning opportunities offered to their children. They comment on the welcoming and friendly environment, approachable and knowledgeable staff and how well their children settle. They show an interest in workshops that are being offered to them which include; having fun with food, behaviour management and a 'Bookstart' programme. Parents are encouraged to get involved in the setting in various ways. They are encouraged to come into the setting and share their experiences and events from home with the children. For instance, when one set of parents recently got married they came into the setting and provided children and staff with photographs of their extended family and a banquet of food.

Practice within the setting is monitored very well. All staff benefit from regular supervision sessions, annual appraisals and a very good training programme. This ensures staff consistently improve and develop their skills and understanding. Managers regularly observe staff with children and act swiftly where under-performance is identified. The achievements of the setting and areas for improvement are successfully identified by the staff and parents and there is a clear action plan to continue making future improvements. For example, there are plans to; continue to offer workshops to parents, continue to seek ways of obtaining the views of parents for self-evaluation purposes and improve access to the outdoor area for younger children.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY445030
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	805854
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	56
<b>Number of children on roll</b>	89
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01827250025

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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