

Heatherbrook Pre-School

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

Inspection date	18/11/2014
Previous inspection date	17/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are happy and settled in this welcoming and supportive pre-school because the staff are sensitive, caring and kind. Staff fully support children as they begin at the setting and as they move on to school.
- Staff provide a wide selection of resources and activities, so that children have good opportunities to make their own choices in play. As a result, children are happy, busy, enthusiastic and confident learners.
- Staff have a good understanding of their roles and responsibilities in relation to child protection and safeguarding children. Consequently, children are well protected and kept safe from harm.
- The pre-school is manager works very effectively with the staff team and outside agencies to ensure children's needs are met.
- The key-person system is effective in engaging parents in their children's education.

It is not yet outstanding because

- The staff provide a good educational programme for the children. However, some staff do not always offer the highest levels of challenge so that children's learning is taken to the next level.
- Some staff do not support children to recognise the rules for being together and working harmoniously. This potentially prevents all children from sharing what they know and can do.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts 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 playrooms and outdoor area.
- The inspector completed two joint observations with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

Heatherbrook Pre-School was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile building in the grounds of Heatherbrook Primary School in the Beaumont Leys area of Leicester, and is managed by Leicester City Council. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualifications at level 4 and three hold a qualification at level 3. The pre-school opens Monday to Friday all year round. Sessions are from 8.30am to 11.30am and 12.15pm to 3.15pm. Children attend for a variety of sessions. There are currently 25 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational 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:

- strengthen the teaching during adult-led activities so that all staff consistently offer the highest level of challenge so that children make significant gains in their learning

- ensure all staff consistently help children to recognise and understand the rules for being together with others, such as waiting for their turn and listening carefully during group activities.

Inspection judgements

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

Staff are clearly knowledgeable about children's development. Staff use their observations of children's play and interests effectively to assess their individual stages of development. They use this information very well to plan children's next steps for learning and build on their existing skills. As a result, they provide an exciting range of meaningful play activities that effectively support children's ongoing development. For example, staff recognise children's fascination with animals and ensure resources are available to enable the child to explore their interests. Staff plan activities that are interesting to the majority of the children. However, during some adult-led activities, some staff do not always provide high levels of challenge for the children so that they are best supported to make significant gains in their learning. Overall, the impact of teaching on the children is good, relative to the children's starting points. Assessment records show that all children are making good

progress towards the early learning goals. There are clear procedures for the completion of the required progress check for children between the ages of two and three years. Staff provide a summary of children's early development and share this with their parents. This helps them to identify children's strengths in learning and any areas where they may need further support. Staff form positive relationships with parents and actively encourage their involvement. Parents praised staff highly for their dedication in supporting their child's enjoyment of the playgroup and helping them to settle in easily. Parents stated staff worked well to improve communication and keep them clearly informed of pre-school events and their child's progression. Parents said that they felt very involved and aware of their child's learning.

The staff concentrate children's learning to the prime areas, namely their personal, social and emotional development, communication and physical development, because the majority of children are so young. However, all the areas of learning are ultimately covered. Staff are skilled in helping children to learn to listen to instructions and teach them to communicate using a variety of methods, one of which is signs and symbols, which particularly supports children who speak English as an additional language. Staff invite children to sing songs that involve numbers, to teach them to count through play using props for the children to dress up as animals. However, the planning and organisation of these circle times limits the impact of the session as children are often distracted by other children's behaviour, which is not effectively managed by the staff member. Consequently, some staff do not provide valuable learning opportunities which challenge children in their development of new skills. As a result, some children lose interest and are not as engaged as at other times when their behaviour is managed very well.

The staff are adept at including the different areas of learning into the activities. For example, they talk about shapes and numbers as the children play with wood and carpentry tools. This supports children's mathematical and language skills effectively as well as technology and physical skills. As the children use wood, screws and tools to make constructions staff make positive use of open-ended questions that help children become active learners. For instance, staff pose questions that ask children to consider how many, what happens if and why did that happen? This effectively helps children develop their critical thinking skills. Consequently, staff promote children's creativity and imagination very effectively within their play, which helps them make positive progress overall. The children who attend the setting are able to visit the school nursery they will move to when aged four. The staff ensure that the children are emotionally ready for the move to the new setting by accompanying children on visits before they move. This means that the children settle in the school nursery because both settings share information and have a good understanding of the children's needs. Children with additional learning needs are discussed long before the child starts at school to ensure adequate resources are in place before they start. The outside area is well used with opportunities for the children to explore nature, plant and grow vegetables as well as physical play opportunities. The children visit the school field to further explore the seasons and wildlife, collect bugs and insects and get more opportunities to experience physical play in a larger natural environment.

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

The majority of the children are happy and settled at the setting. There are some new children who staff are supporting very well in separating from their parents. The emotional attachments between children and their key persons are clearly visible. Staff always work with a buddy so that children are never without someone who knows their needs very well. Staff are skilled at teaching children about the rules and risks in the playrooms and outside areas. Children learn that they must not run indoors in case they bump into each other, and how to safely use some tools and equipment when involved in a design activity. Children are praised when they remember potential dangers, which supports them in developing a good awareness of their own safety and that of others. Staff practise fire drills with all children regularly. This helps children develop a sound awareness of safety overall.

Staff create a very inviting, attractive play environment for children. For example, they provide a stimulating role play area. This actively encourages children to re-enact activities they have seen adults engaging in, such as shopping at the local supermarket and exchanging money for goods. Staff have successfully developed the outside play area. They make very good use of resources to promote different areas of children's learning outside and inside. For instance, the children are able to access a range of mark-making materials. This actively encourages children's enjoyment in their early mark making, which promotes their later writing skills. Staff provide free-flow play activities for the majority of the session. This enables them to make independent choices and decide whether they want to play inside or outside. Staff take children to play in the school field, which provides opportunities for children to develop control of their movements on a larger scale. Children develop their physical strength and stamina and benefit from being in the fresh air.

Children learn to get along and play well together. The youngest children are beginning to understand the routines for hand washing and hygiene due to the diligence of staff around snack times. Children develop their independence as they clear away their drink cartons after snack and attempt to put their coats on for themselves. This helps prepare children for the next stage in their learning as they move to school. They talk about germs and why they need to clean the tables with gel, which develops children's understanding of the need for hygiene. Therefore, children learn about healthy lifestyles. Staff use lots of good appropriate language to cater for the children's limited vocabularies for these discussions. The children develop confidence as they move freely between the play areas and are not adverse to a chat with visitors to the setting. This shows they feel very secure and very much at home with the adults caring for them.

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

Arrangements for safeguarding children are good. Staff have a good understanding of the safeguarding procedures and are vigilant so children are well protected. Staff understand their responsibility to protect children in their care and know how to report concerns they may have about a child. The premises are secure and visitors are checked before entering

the pre-school. Daily risk assessment of the premises and equipment ensure that children can play safely. There are good procedures in place to check staffs' suitability to work with the children. All members of staff hold current paediatric first-aid certificates so children are well cared for should they have an accident.

The manager provides good leadership for an effective team of dedicated staff. Systems for monitoring the educational programmes are effective and staff understand their responsibilities in meeting the learning and development requirements. Staff performance is managed well and the manager is proactive in identifying weak aspects of learning and teaching and when staff need additional training, to ensure continuity in approach for children. Annual appraisals and regular supervision meetings are well documented and inform accurate targets for continued staff professional development. As a result, staff are more confident in their role particularly with regards to safeguarding children. There are effective systems in place to monitor children's progress so management has an overview of progress. Key persons are skilled in identifying gaps in children's learning and appropriate support is put in place to support those children with additional needs. The manager and staff team are committed to developing and enhancing the pre-school. They have successfully addressed the recommendations from the last inspection and identified areas for future improvement.

Good partnership with parents means that parents are fully involved in their children's education. Daily discussions with parents and regular meetings keep parents well informed of the pre-school's activities and their children's progress. Parents share information about their children when they first start at the pre-school. Parents are appreciative of the care and education provided. They comment that the staff are approachable, very supportive, understanding and willing to help. Strong partnerships with the school enable children to make a smooth transition to their next stage in their learning. Good specialist support and advice enable staff to plan effectively to meet children's additional needs.

The Childcare Register

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

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY273376
Local authority	Leicester City
Inspection number	872762
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	25
Name of provider	Leicester City Council
Date of previous inspection	17/12/2009
Telephone number	07976348395

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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, which are usually the childminder's 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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