

# Heatherside Pre-School

Inspection report for early years provision

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**Unique reference number** 120065  
**Inspection date** 30/06/2010  
**Inspector** Lynne Elizabeth Lewington

**Setting address** Heatherside Community Centre, Martindale Avenue,  
Camberley, Surrey, GU15 1BB

**Telephone number** 01276 63208

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## Description of the setting

Heatherside Pre-School has been in operation since the early 1980's. It is a committee run pre-school operating from Heatherside Community Centre in Surrey. The pre-school consists of two separate groups under one registration. Group one operates in the main hall, known as the 'Hall', and group two operates from two rooms within the same building, known as the 'Rooms'. Children attend either the Hall or the Rooms. Suitable toilet and kitchen facilities are available for both groups. There is level access to the premises and disabled toilet facilities. Children have supervised access to a small secure outdoor area.

The pre-school serves the needs of families in the area and the local community. The group is registered to care for a maximum of 48 children aged between two and under five years. There are currently 78 children on roll in total at the setting. The setting is registered on the Early Years Register and receives early education funding for three and four year olds. They have experience with children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school is open term time only. The Hall operates each weekday morning from 8.50am to 11.50am. There are two full-time and four part-time staff currently working with the children. The Rooms also provides morning sessions Monday to Friday from 9.05am-11.45am (changing to 8.50-11.50 in the Autumn term) and afternoon sessions on Wednesdays and Fridays from 1.35pm to 4.15pm. There are currently 12 staff, seven hold level three childcare qualifications and five hold level two childcare qualifications. Staff continue to develop their skills through professional training courses and workshops.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The two groups in the pre-school provide all children with a busy happy learning environment where they have good opportunities to develop their interests and skills. The dedicated and enthusiastic staff ensure the children experience a wide variety of activities suitable to their interests and needs and there is lots of laughter and fun. Comprehensive information sharing with parents and a good key worker system helps to ensure that individual needs are understood and met appropriately. Regular staff and committee meetings and consultation with parents help to ensure the setting is continuously self assessing and making improvements to the good quality service they provide.

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

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

- improve opportunities for all children to develop their large motor skills at

- each session
- develop information sharing with other childcare settings children may attend

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

Clear policies regarding safeguarding ensure parents and staff are all aware of the settings role in protecting children. Staff have a clear awareness of the signs and symptoms of abuse and the action they would take if they were concerned about a child in their care. Comprehensive risk assessments are in place and staff undertake checks at every session to ensure the safety of the play environment. Appropriate checks are undertaken on all staff and helpers or volunteers are never left alone with children.

Staff make good use of the available space in both groups, providing the children with a broad range of activities and experiences. They are able to comfortably play on the floor and at the low level tables. Small portable hand wash sinks enable the children to independently wash their hands as required before snacks and after messy activities. The small secure outdoor learning environment is equipped very attractively to provide a safe interesting play space for small groups of children. Although all the notice boards have to be removed at the end of the sessions the staff have developed attractive removable display boards enabling the children's work, photographs and pictorial information to be displayed at the children's height. The toys and equipment are good quality and checked regularly to ensure they remain safe for the young children's use.

Clear up to date policies are in place covering all aspects of the service offered including equality and diversity. Systems are in place to ensure appropriate recruitment procedures are in place and admissions are managed fairly. Staff plan introductions to the setting and gather detailed information from parents enabling them to fully understand each child and meet their individual needs well. Good systems are in place to ensure children with special educational needs/and or disabilities or who speak English as an additional language have appropriate support to enjoy and benefit from the pre-school experience. Regular informal and formal meetings with parents provide an opportunity for updating and sharing information. Resources reflect a diverse society and children learn about their local community through outings to the local school, park and shops. They also benefit from visitors such as the lollipop lady, and fire man visiting the setting.

A comprehensive self evaluation clearly indicates the setting reflects on the service they provide and seeks the opinions of the parents and carers through questionnaires. They have taken on board suggestions made by parents for improvements for example by wearing name badges. Positive partnerships are in place with the local early years service and the local school. The setting makes good use of training opportunities encouraging staff to develop their knowledge and skills through attending training and workshops. Children visit the local school prior to their transition and occasionally have opportunities to use their outdoor space. Some children attend other childcare settings and currently there is no provision to share information with the other setting.

Parents speak positively of this setting. They feel they are kept well informed through the notice boards and meetings with staff inform them of their child's progress. Staff are welcoming, friendly and supportive to parents and carers. Parents can help in the setting and frequently share their knowledge and skills with the children. For example, parents attend the setting in their work uniform and tell the children about their work.

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

Children clearly enjoy, achieve and develop skills for the future well in this happy setting. The staff plan activities taking into account the children's current interests and developmental needs. They make opportunities to allow the children to share their knowledge, experiences, family and artefacts. This enables the children to consolidate their learning and develop self confidence. For example, a child proudly introduced her daddy in his work uniform to the group and told the group about her daddy's job. Another child proudly pointed out her mummy in a photograph seated next to the Queen. Key workers maintain clear records of the children's development and all staff are able to view next steps information enabling them to work proactively as a team to promote development.

Children enjoy dressing up and act out imaginary and life experiences as they play in the 'castle'. Pretending to be princesses, they write messages on the clipboards and shout orders from the window. Good use is made of the attractive book areas in both the 'hall' and the 'rooms'. The children sit in comfort to look at and enjoy the good quality fact and fiction books. They are displayed attractively to encourage the children to use them and are used throughout the play areas to support the children's learning. Children have many opportunities to recognise their names throughout the session as they self register and also find their names when they want snack and go out to play.

Adults encourage children to think about position, size and shape as they play with large blocks, and in the sand outside. Children sort and match as they play with puzzles, construction toys and cars. A child demonstrates his increasing awareness of size as he tries to stick large bricks together with a long length of tape. Another proudly demonstrates how he can count backwards from ten.

Creative development is promoted as they use dough, paint pictures and use musical instruments. Pictures of animals, scissors and glue provide the children with an opportunity to talk about animals in preparation for a wild life visit and also enable them to develop their fine hand and eye coordination as they use the scissors. Children demonstrate self control, good manners and increasing confidence as they sit very quietly while a visitor talks to them about the baby deer and a bat she has brought to show them. They take it in turns to ask relevant questions and listen attentively to the answers increasing their knowledge of the natural world. They are growing strawberries, tomatoes and peas in the garden area and enthusiastically water them each day.

Children have many opportunities throughout the session to increase their fine physical skills as they use tools, writing implements in their play. Both the hall and the rooms have small trampolines enabling the children to bounce and the 'hall' has space to enable the children to use safety mats and practise hand stands and other activities which encourage large movements. However, children in the 'rooms' have less opportunity to undertake this type of activity in each session.

Children are confident as they arrive in the setting and they happily say goodbye to their parents. They demonstrate a good awareness of their own safety. They remind each other of safe behaviours as they play and they know the routine for going out to play. Staff display photograph sequences of pre school practices to encourage safe use of equipment and resources for children of all abilities, enabling them to understand how to keep safe and avoid dangers. Regular fire drills are undertaken ensuring they know the routine to follow if they need to leave the building quickly.

Children enjoy healthy snacks of fruit and drinks of water and milk as they participate in a social snack time with their playmates. Water is available throughout the session to prevent the children from becoming dehydrated. A high standard of hygiene is maintained throughout the setting and children demonstrate an awareness of the importance of hand washing and using tissues. Care is taken to protect children in the sunshine and the outdoor play space is equipped with a large sun canopy to provide shade whilst the children play.

Children demonstrate good manners as they play with their friends and interact with the staff. The staff are good role models, using good manners and behaving calmly to each other and the children. They listen and respond attentively to the children, and gently remind the children to think about their actions, enabling them to develop their awareness of right and wrong. Consequently the children behave well.

Staff monitor the children's progress well and ensure parents knowledge of their children is included. This enables them to respond to each child's developmental needs well and encourage them appropriately.

## 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	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

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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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