

# West Haddon Pre-School

Inspection report for early years provision

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**Unique reference number** 260737  
**Inspection date** 16/10/2009  
**Inspector** Tracey Marie Boland

**Setting address** Village Hall, The Green, West Haddon, Northampton,  
Northamptonshire, NN6 7AN  
**Telephone number** 01788 510 940  
**Email** [www.westhaddonpreschool.org.uk](http://www.westhaddonpreschool.org.uk)  
**Type of setting** Childcare on non-domestic premises

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

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

West Haddon Pre-School opened in 2001 and is a committee led facility. It operates from one large room in a village hall in West Haddon and has a kitchen and toilet facilities directly off the main play room. The setting serves the local area and has strong links with the adjacent school. There is a fully enclosed play area available for outdoor play.

A maximum of 28 children may attend the setting at any one time. There are currently 24 children attending who are within the Early Years Foundation Stage (EYFS) and of these, 15 children receive funding for early years provision. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting currently supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The group opens four mornings a week during school term times. Sessions are from 09.00am until 12.30pm. Children are able to attend for a variety of sessions.

The setting employs seven permanent members of child care staff. Of these, five hold appropriate early years qualifications and two are working towards further qualifications. The setting receives support from the local authority. The pre-school group has recently been accredited and is a member of the Pre-school Learning Alliance (PLA)

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the individual needs of the children they care for and effectively promote children's welfare, although a welfare requirement is not currently being met with regard to safeguarding children. The committee and staff work cohesively to assess the provision and identify their strengths and areas for development. Safety is addressed in most areas. They ensure that the service for children, parents and carers consistently meets their needs and information obtained from parents helps staff to identify and address children's differences. Staff have experience of providing care for children with special educational needs and/or disabilities and children where English is an additional language. They ensure that children's different cultural, religious and dietary needs are known and addressed.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child; and who has parental responsibility for the

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child (Safeguarding and promoting children's welfare).

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

- make sure the risk assessment covers anything with which a child comes into contact; with specific reference to the use of drawing pins.

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

Children enter a welcoming, bright and vibrant environment where staff are motivated and enthusiastic in their approach to children's care and learning. Staff assess and successfully limit risks on a daily basis and a risk assessment record has been drawn up, however, this does not include the use of drawing pins which compromises children's safety. Staff are very aware of their responsibilities with regard to protecting children from abuse and neglect and demonstrate a good understanding of the procedures to follow should they have a concern. Robust procedures are in place for the recruitment and selection of staff and a detailed induction takes place for all staff starting at the provision. Every staff member's suitability is checked before they have unsupervised access to the children. Good health and well-being is promoted effectively. The necessary steps are taken to prevent the spread of infection and children learn the importance of good personal hygiene routines. Required health records are completed and kept up to date and children learn about being healthy and staying safe through everyday routines and discussions that take place. Parents provide a packed lunch for children to eat just before home time and children's independence is encouraged at snack time. Children's dietary needs and preferences are known and respected and children enjoy a wide variety of fruit for their snack.

Systems for self-evaluation are in place and the Ofsted self-evaluation form has been completed, using the views of the committee, staff and also taking account of parents views. The provider strives for improvement by ensuring that all staff are qualified and continually improve their knowledge and skills by attending training. Recommendations from the last inspection have been addressed well. This has enhanced the service with regard to the accessibility of resources and enabling children to self-select them. It has also improved the planning, and adaptation of, the activities to ensure all are included and also the provision of fire detection equipment.

Parents receive comprehensive documentation about the ethos of care, education and service provided for themselves and their children. Detailed information is obtained from parents about their child, however, information regarding parental responsibility and legal contact has not been obtained. Excellent procedures and routines ensure parents are consistently involved and informed about their child's progress and ongoing development and parents are welcomed into the setting at all times. Their views and opinions are valued and encouraged and all policies and procedures are shared with them. Information on complaints is shared with parents and a comments box is provided. Staff evaluate any feedback they receive

and action is taken, if needed, to better the overall provision. Staff are aware of the benefits of establishing links with other providers in order to provide consistency for children attending different settings and they have already forged strong relationships with the school and local authority.

Staff provide effective inclusive care for children who speak English as an additional language, and children with special educational needs and/or disabilities. Children learn about diversity and recognise their own unique qualities and the characteristics they share with others. A wide variety of resources reflect positive images of the wider world and their community and are accessed easily by children. Staff ensure that children are always supervised and supported well as they play and learn. Toys, equipment and activities are interesting and consistently meet children's developmental needs.

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

Children are provided with a wide variety of play opportunities and experiences helping them make progress across the six areas of learning. Concise information obtained from parents at the start of their child's placement inform staff of each child's starting points in their learning. Staff plan together and provide a flexible approach to take account of children's interests and ideas. Detailed and informative observations take place and staff use the information gained to effectively plan for their future learning needs. Assessments are linked to the six areas of learning.

Children are happy, confident and settle well into the daily routine. They are emotionally secure because relationships are good and because a good settling-in procedure is organised with parents. Children behave well and staff successfully implement a behaviour policy that identifies the importance of encouraging positive behaviour such as kindness and a willingness to share. Children self-register when they arrive at the setting. They place their names under the correct key worker group, with support where needed, and then proceed to choose the activity or resource they wish to play with.

Children use a computer keyboard alongside a telephone in play and make copious notes, on the paper provided, using a variety of pens and pencils. They also book cars in and out of the garage that has been developed working on the children's interests and ideas within the role play area. Children are active and understand the benefits of physical activity through the discussions and activities they are involved in throughout the day. They enjoy music and movement sessions where they follow instructions to music, learn about rhythm and beat out the syllables of their names using claves. They learn control and coordination when using bikes and wheeled toys and the free flow system that is in place enables children to choose whether they play indoors or outside, thus promoting their independence.

Children understand and adopt healthy habits such as good hygiene practices with regard to personal care. Their independence is further encouraged when using the bathroom, using liquid soap and paper towels to ensure their hands are clean after

using the toilet, messy play and before they eat. They learn about healthy eating through cooking activities and make items such as shortbread biscuits and cakes. Children weigh out the ingredients, put them all together and then mix. They roll out their mixture and chose the shape they want their biscuits to be, icing them once they are cooked.

Children enjoy listening to stories and join in with familiar text and books are freely available. They are encouraged to choose books each week to take home from the setting and read with their parents/carers. Children learn about letters, numbers and colours through the daily activities provided. When counting they are encouraged to use language such as more than, less than and predict how many children are present at registration time before they count to confirm their suggestions. Staff respond to the children's questions and statements and they are given lots of positive reinforcement through vocal and visual signs. Safety is reinforced at all times. Clear instructions are given to the children about moving around safely both indoors and outdoors within the setting.

## 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	1

### 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

<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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## **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