

Horrington House Pre-school

Inspection report for early years provision

Unique reference number	143008
Inspection date	12/12/2011
Inspector	Anna Sketchley

Setting address	Horrington School House, Bath Road, West Horrington, Wells, Somerset, BA5 3EB
Telephone number	01749 673 516
Email	
Type of setting	Childcare - Non-Domestic

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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

Horrington House Pre-school has been registered since 1987 and is a committee run pre-school situated in the grounds of Horrington Primary School. It has the sole use of two inside play areas, a toilet and an enclosed outside play area and an outside toilet. The pre-school works very closely with the primary school and enjoys regular monthly use of the school gym and daily use of all the school's outside facilities which include hard and soft play areas, an adventure trail and a swimming pool. The pre-school takes children from The Horringtons area of Wells and the surrounding communities and most of the children move on to the primary school. The pre-school is registered for 10 children between the ages of two and five years and there are currently 26 children on roll, some of whom receive early years' government funding. It is open from 9am to 3.30pm Monday to Friday, term time only, and children attend for a variety of sessions. Children can bring a packed lunch or have a hot school meal. The pre-school offers support for children with special educational needs and/or disabilities. There are four members of staff all of whom hold the National Vocational Qualification in Childcare, one at Level 4, two at Level 3 and one at Level 2. The pre-school is supported by the Early Years Development and Childcare Partnership and belongs to the Pre-school Learning Alliance. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Horrington House Pre-school is an outstanding setting run by a very effective team of highly skilled and dedicated practitioners who ensure that all individual children's needs are very well met through excellent planning and assessment. Children are exceptionally safe and well cared for and they experience exciting and stimulating experiences, ensuring that their learning and development are rapid. Partnerships with parents and carers and the school on site are very well established. The pre-school is at the early stages of further developing its outdoor area role play facilities to compliment its excellent use of the local outdoor environment. Accurate self evaluation and the drive and ambition to continue to develop its practice, gives the pre-school an outstanding capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increase the opportunities for imaginative role play in the outside area.

The effectiveness of leadership and management of the early years provision

Safeguarding and risk assessments are an exceptionally strong feature. Policies and procedures are comprehensive and rigorously carried out through daily and weekly routines and checks. Children learn how to play safely, understand about boundaries when playing outside and listen to instructions carefully. They are encouraged to join in safety routines, understanding, for example, the importance of the gate being closed at all times. All adults are trained in first aid and child protection and have a strong regard for children's health and welfare. Children enjoy substantial and appealing healthy snacks and parents and carers are encouraged to send healthy packed lunches. As a result children learn in an exceptionally safe, enjoyable, calm and healthy environment at all times. The pre-school is extremely well led and managed and staffing is particularly generous. Underpinning this excellence is the consistent use of self-evaluation to help them validate their exemplary practice and to identify priorities and drive forward further development. This has led to very good improvement since the last inspection. The staff's considerable commitment to professional training in a wide range of areas, including learning and the outdoor classroom, provides a very skilled workforce and they receive feedback on their practice through regular appraisal. All staff play a full part in excellent systems for detailed weekly planning and assessment enabling the next steps in learning to be identified for individual children and ensuring that their needs and interests are very well met. This is an exceptional strength of the setting and as a result children make rapid progress. A wide variety of observations, assessments and photographs combine to make a very comprehensive 'personal pathway' record for each individual child. This is regularly shared with parents and carers. The pre-school is fully inclusive, all children are treated equally and there is no discrimination. An excellent relationship exists between the pre-school and the school which enables the pre-school to enhance their own high-quality resources and provide learning and development opportunities of a high standard. This ensures provision prepares children successfully for their next stage of education. Regular liaison and visits between the pre-school and the school ensures effective transition arrangements and a seamless transfer when the time comes for children to join the Reception class. External agencies are very well used when required and there are excellent partnerships with other local settings, especially with regard to provision for children with special educational needs and/or disabilities. Parents and carers value the pre-school very highly indeed, saying that their children make exceptional progress and really enjoy their time here, are very safe and extremely well cared for. Parents and carers have regular opportunities to join in activities and meet with staff to discuss their child's learning and development. They comment that communication is excellent, including a regular letter to tell them about planned learning themes.

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

Relationships are excellent and children receive a very warm welcome on arrival. They settle very quickly together on the carpet in a small family group to enjoy a story and self register. They learn to identify their name from a card which also has their photograph as a prompt. They choose their learning from well organised and stimulating activities. Decorating a Christmas stocking using high-quality resources, including very attractive mixed, coloured glitter and shiny shapes provides very good opportunities for children to practise their fine physical skills. Glitter is spilled and an older child expertly helps a younger one to sweep up. Adults interact exceptionally well with them extending their language as they talk about texture and how the glitter feels. Children cooperate and share very well, understanding how to use the egg timer for their turn as they work together on the computer. Play dough is another favourite activity and the youngest children are very well supported but encouraged to handle the cutters themselves when making shapes. Older children learn to write their name and enjoy sound and number games in readiness for Reception. Opportunities for role play outside are currently hampered by insufficient resources. Whatever they choose, children settle confidently and happily and behaviour is exemplary. Children learn very good personal and social skills and enjoy making a very positive contribution to the pre-school as they tidy up and help with snack time. Children have an excellent understanding of keeping safe and healthy, knowing they must wash their hands after using the toilet and before snack saying 'otherwise you will get germs on your food!' They enjoy a healthy snack and sing a song to learn the importance of saying please and thank. No learning opportunities are missed as children count out plates to reinforce their number skills. Whilst playing energetically with the parachute, they listen very carefully to instructions and observe rules and boundaries exceptionally well. Strong links with the local community provides opportunities for visits to the local wood to find a hidden squirrel and enjoy hot chocolate as well as puddle jumping in a field. Posting letters, supporting the community Fete, making a hanging basket for 'Wells in Bloom' and visits from a tree surgeon, a nurse, a fireman and enjoying yoga to music all help the children to learn about the world around them and think of others as they contribute exceptionally well to their local community. All the skills they learn, especially the first phase of recognising sounds and rehearsing numbers, as well as developing very good personal and social skills, prepares them well for the future. The pre-school has worked especially hard to ensure that children learn and understand about people of other faiths and cultures through the introduction of persona dolls, books, food tasting and festivals, such as Divali. During activities, observations and photographs carefully record learning and development. Adults use these every week to inform and plan very carefully for the next steps in learning for each individual child.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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