

Haslingfield Little Owls

Haslingfield Little Owls, High Street, Haslingfield, Cambridge, CB23 1JW

Inspection date

24/02/2014

Previous inspection date

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's personal, social and emotional development is well promoted through good praise and encouragement. Children behave well and make strong bonds with staff and peers, which demonstrates that they are happy and settled at the pre-school.
- Children are encouraged to be independent while at pre-school and try to do things for themselves. Therefore, children gain confidence in a safe environment, which consequently, ensures that they are ready for school.
- Partnerships with parents, carers and other professionals are well established to support children's progress. The link with the local school is strong and as a result, children's transition to school with ease.
- Safeguarding procedures are effective. This ensures that children are well protected and are kept safe from harm.

It is not yet outstanding because

- There is scope to provide additional media and materials for older children, in order to further encourage their writing skills and understanding of the world.
- Basic hygiene needs are not always being taught and as a consequence, children are unable to learn the importance of a healthy lifestyle to keep them well.

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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.

Inspection activities

- The inspector observed activities in the pre-school and talked with the staff.
- The inspector viewed the areas of the premises and outside areas used for childcare.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as discussed verbally during the inspection.
- The inspector reviewed the provider's self-evaluation form as provided.

Inspector

Kate Hogan

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Full report**Information about the setting**

Haslingfield Little Owls was registered in 2013 on the Early Years Register. It is situated in the Methodist Church Hall in the village of Haslingfield, near Cambridge and is managed by a committee. The pre-school serves the local area and is accessible to all children. There is a spacious area available for outdoor play.

The pre-school employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3.

The pre-school opens Monday to Friday during term time. Sessions are from 9am until 12 noon. A lunch club is offered from 12 noon until 1pm. Children attend for a variety of sessions. There are currently 28 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 children who have 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:**

- expand opportunities for older children to explore a wider range of media, so that they enhance their learning in literacy and understanding of the world
- enhance opportunities for children to develop healthy lifestyles by encouraging good hygiene practices, with particular regard to regular hand washing.

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

Teaching is good because all staff fully understand how to promote children's learning and development. They complete frequent observations of the children taking part in a wide range of challenging activities. This enables staff to assess children and ensure that they are developing at the speed that is expected for their age. As a result, children's progress is rapid given their starting points. Children with delays in their communication and language skills are supported by adults, for example, by the staff incorporating ideas from a child's speech therapist into a sharing game at carpet time where children share a dog around the circle by saying 'woof'. Planning is thorough and incorporates individual children's needs as well as stimulating activity ideas and requests from the children. Each week is reflected on and improved where possible. This ensures that the plans for the next

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week are tailored appropriately to facilitate maximum learning and enjoyment for the children. Therefore, children actively engage in activities and enjoy their time at pre-school. Staff interact well with children and listen to them, for example, during a play dough activity, children are questioned about different shapes they could make and the children offer their own suggestions. Children are then encouraged to try out their ideas and talk about what they are doing. As a result, children think critically and have confidence to contribute to activities.

Activities at the pre-school are frequently extended. For example, at snack time, a spider is seen near the snack table and the member of staff uses this as an opportunity to ask good open-ended questions to the children, such as 'where do you think the spider lives?' Children excitedly offer their thoughts and then all sing 'incy wincy spider' together, before helping the spider to be put out into the garden. As a result, children are encouraged to think for themselves and to listen to each other in a group. Children are, therefore, supported in school readiness and make the transition to school well. Older children take part in activities, such as using play dough to break it into smaller portions and then counting it, which encourages their mathematical development. However, there is scope to enhance children's early learning skills in literacy and understanding the world by, for example, providing further media and materials, such as free-flow writing opportunities and the chance to use more technology. Children form strong bonds with their peers and genuinely care for one another. For example, a child gets their peer a cushion to kneel on when their knees are sore. This shows that children's personal, social and emotional development is progressing well and they are learning how to make relationships with others.

Partnership with parents in regard to teaching and learning are good. Staff assess where children are in terms of their learning and development shortly after joining the pre-school. This information is shared and discussed with parents, who are given the opportunity to add any further insight into the life of their child. The information from these assessments is used to tailor the pre-school experience for the children who attend. Communication books are available daily, which share key observations about the child both at home and at the pre-school. Furthermore, at collection time each day, a thorough handover is given to each parent about what their child has been doing that day. This leads to very good relationships between staff and parents, who, therefore, work together to get the best possible learning experiences for the children. Additionally, parents are actively involved in supporting the pre-school in the community, for example, by raising funding for new equipment.

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

All children are happy and settled at pre-school because staff demonstrate a kind and gentle approach to them. The pre-school environment is calm and welcoming. For example, instructions are issued in song and on hearing the 'tidy up song', children immediately stop what they are doing and help to put things away. As a result, children are aware of routines and feel secure in what is happening around them. Children are encouraged to be independent and try to do things for themselves. For example, children chop their own fruit at snack time and find their own coats and boots when it is time to

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play outside. They also actively help to keep the pre-school tidy and help to sweep floors and put things in the bin. Consequently, children are well supported in developing independence skills and are becoming competent in meeting their own needs. Partnership with parents in regard to children's care needs is strong. Staff meet with parents and children prior to them joining the pre-school, where they establish what the child's individual needs are. For example, what the child likes and dislikes, their food preferences and allergies, their family situation and any additional needs they might have. This ensures that when the children start, they are well looked after and can very quickly settle into life at pre-school.

Children have secure bonds with staff and staff know the children well. Children are keen to share information about what they have been doing at home and they call staff over to celebrate their achievements during activities. Staff offer consistent praise to the children and as a result, they are enthusiastic about what they are doing and make lots of effort in tasks. Children are seen holding hands frequently while at pre-school and talking excitedly to one another while playing. They behave well and are calmly reminded about expectations. For example, when a child tries to climb in the rice pit they are quietly helped down and the member of staff reminds them of why it is dangerous to do so. Children are developing their own awareness of personal safety and risks, for example, they use safety knives when chopping fruit and enjoy being involved in preparing their own food. As a result, children are confident to take risks with the support of the adults around them.

Opportunities for children to physically develop are offered daily in both indoor and outdoor play time. Movement takes place at song time when children dance and sing to nursery rhymes. There is a large outside space accessible to children that has a sand pit, playhouse and bicycles. There is a tree in the garden that is available for children to climb, which has been risk-assessed by staff thoroughly. Children enjoy climbing the low-level branches and persevere at balancing on them. Furthermore, children are encouraged to use tools outside, such as paint brushes to clean the playhouse. As a result, children get plenty of exercise and are progressing in their physical development in the early learning goals. Healthy food is offered at mealtimes and children enjoy sitting with their peers and talking to staff at the table while eating. However, basic hygiene needs are not always being met as children are not always asked to wash their hands before eating and cups are sometimes shared between children. As a consequence, children are unable to learn the importance of a healthy lifestyle to keep themselves well. Children access a good range of resources at pre-school and structured activities are arranged according to their interests.

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

Children are well protected because staff ensure that they are vigilant when it comes to protecting those in their care. There is a designated safeguarding person in place and effective processes are used to ensure that every member of staff working at the pre-school are safe to do so. For example, all staff have a current Disclosure and Barring Service check in place, have complete paediatric first aid training and have suitable

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qualifications. Recruitment of senior managers is strong and more junior staff members have a trial period before being offered a more permanent role. A thorough induction plan is used for all new staff who join the pre-school, which covers safeguarding, health and safety and the Early Years Foundation Stage. As a result, children are effectively safeguarded and the safeguarding and welfare requirements are met.

The manager demonstrates a good understanding of her role and responsibility in monitoring and evaluating the teaching and learning in the pre-school. Staff observe each other and feedback key strengths and suggestions for improvements. In addition to this, weekly reflections take place at the staff meetings when staff discuss what has gone well that week, any particular needs of the children and then subsequently plan for the next week. As a result, the pre-school is continually seeking to improve its practice. Staff work very well together and the positive environment ensures a sense of calmness to the children's learning and development. The pre-school has plans in place to further extend the resources available along with the purchase of a dedicated coat rack for the children to use. Staff keep their qualifications up to date by attending regular training courses. For example, the manager and deputy manager are planning to attend a conference shortly about learning for younger children. The manager monitors the learning and development requirements by using statutory assessment frameworks and through observations on children and staff and by keeping up to date on what they expect from children.

There are strong partnerships with other providers in place. For example, a speech therapist is working closely with the setting about a child with delayed communication and language skills. There are links with the local children's centre, along with a good link with the local school reception teacher who visits the pre-school and has invited the pre-school to attend an Easter craft day at the school. The teacher has also planned lots of visits to the pre-school in the summer term where she will read stories and familiarise herself with the children who are joining school soon. As a result, children are well supported in their transition into school. Parents are kept up to date with information about the pre-school by a monthly newsletter. Their views are sought by a termly questionnaire that is sent out by the committee. Responses from this are collated and discussed at staff meetings. As a result, parents feel that they have a say in what happens to their child at pre-school and they are keen to share their positive views as they feel valued and listened to. Children are also regularly asked about their likes and dislikes and activities are tailored based on their responses. As a result, there is a cohesive atmosphere in the pre-school and the staff, parents, committee and outside agencies all work well together to help children achieve the early learning goals.

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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. It will be monitored and inspected within twelve months of the date of this 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		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.

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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	EY467258
Local authority	Cambridgeshire
Inspection number	935290
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	28
Name of provider	Haslingfield Little Owls Committee
Date of previous inspection	not applicable
Telephone number	07967102847

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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

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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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