

# Saxonhill Inclusive Pre School

Inspection report for early years provision

---

**Unique reference number** EY419669  
**Inspection date** 15/11/2011  
**Inspector** Shirley Wilkes

**Setting address** Saxon Hill Special School, Kings Hill Road, LICHFIELD,  
Staffordshire, WS14 9DE  
**Telephone number** 07791 419 542  
**Email** [kjewell@saxonhill.staffs.sch.uk](mailto:kjewell@saxonhill.staffs.sch.uk)  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

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**

Saxon Hill Inclusive Pre School registered in 2011. It operates from two rooms in a purpose-built building in the grounds of Saxon Hill Community School in Litchfield, Staffordshire. Children have access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register to care for up to 10 children aged from two to under five years. There are currently five children on roll within the early years age range. The setting operates five days a week during school term times from 9am to 12 noon. The pre-school is able to support children with special educational needs and/or disabilities and serves the local and surrounding areas

There are two members of staff who work with the children, both of whom hold relevant early years qualifications to level 4.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, confident and enjoy their time at the pre-school. They make good progress towards the early learning goals because staff use information obtained about children's individual needs to effectively support them. This promotes inclusion and supports their learning and development in most areas. Children's welfare is protected through effective practices. All policies and procedures are inclusive and implemented effectively to promote children's welfare. Good partnerships are developing between the pre-school, parents and other agencies to ensure that the needs of all children are met successfully. The pre-school uses ongoing evaluation and reflection of their practice to benefit the outcomes for children.

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

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

- improve the time available for children to allow them to concentrate on activities and experiences and to develop their own interests.

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

Children are protected because staff have a good understanding of safeguarding procedures. Staff have a good awareness of the possible signs of abuse and know what to do if they have concerns about a child in their care. Procedures for the recruitment and vetting of staff are in place, together with the effective procedures for the induction of new staff. The security of the premises is well maintained throughout. Risk assessments identify potential hazards and show how risks are

minimised. All records relating to children's individual health and safety needs are well maintained. Staff complete the necessary paperwork, such as accident and medication records, to ensure children's safety. Parents sign to acknowledge all entries, ensuring they are well informed about their child's welfare. Written fire evacuation procedures are in place and staff ensure that regular fire drills are completed with children to develop their understanding of the actions to be taken in an emergency situation. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children.

The setting provides a very child-friendly environment with displays of children's artwork, posters and age-appropriate resources set out around the room. This helps the children to settle happily. Children are able to choose from the resources and activities set out prior to their arrival and are able to select others from the low-level storage, aiding their independence.

A key person system is in place which helps communication with parents and enables close bonds to form between staff and children. Parents contribute to documentation which includes relevant information to enable staff to care for children according to their individual needs. Parents receive good information about the setting through the use of the notice board. Staff recognise the importance of working with others and have made links with other early years settings that some children attend. The partnership with the school that some of the children may move on to is good. As a result, there is continuity of care and learning and a smooth transition as children move on in their education.

The management team and staff have effective systems in place to evaluate the setting to improve outcomes for all children. Parents' questionnaires have been used to inform the self-evaluation process from a different perspective, which demonstrates that parents' views are welcomed and respected. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the manager. Such practice demonstrates that the setting has a good capacity to maintain continuous improvement.

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

Children benefit from a welcoming environment where staff are friendly, caring and spend time interacting and supporting them as they play. Children are happy and quickly settle to their chosen activity. They have a positive attitude to learning and develop a sense of belonging as they see their artwork displayed alongside photos of themselves. Children develop their independence as they choose what they play with and readily seek further resources to enhance their play. Warm and caring relationships with the staff help children to feel safe and secure in their surroundings.

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage and are effective in helping all children progress well in all areas of learning. Information about children's starting points and observations made

during their play enable staff to plan the next steps in children's learning and development. This method is generally effective and, as a result, children make good progress. However, at times during the session children are unable to complete their chosen activity to continue their learning and development in line with their own interests.

Simple mathematical and scientific concepts are introduced during children's everyday play and routines, such as counting the number of children present and taking part in number rhymes during circle time. Children develop hand control needed for later writing as they use a range of tools in art and craft activities. Their language skills are developing as staff engage in play with the children and take time to listen to them as children share stories from home and recall the story from the previous day. Children are beginning to develop their knowledge and understanding of living things as they plant and care for their cress seeds and the grass heads they have made. Children are becoming aware of living things. For example, visitors to the setting have enabled the children to observe and pet a variety of animals. Children also benefit from walks around the school grounds and visits to the forest school area to develop their understanding of the natural world. Children delight in using the torches in the dark tent, pretending to be spacemen and recalling a story about a teddy who went to the moon. They make rockets during the box modelling activity and join in the actions during songs about floating in space.

Routines, such as snack time, are used effectively to support children's independence. For example, children are encouraged to pour their own drinks and select their fruit. Suitable methods are employed to support children's understanding of right from wrong, which develops their knowledge of acceptable behaviours within the setting. Children are given praise and encouragement when they develop a new skill or try to do new things, which promotes their self-esteem. They show respect and concern for each other, for example, helping their friends to access the toys and resources. Children learn about a variety of cultural festivals and special events, such as Diwali, creating artwork and engaging in food tasting activities to further their understanding of others. Children are able to freely access the outdoor play area for fresh air and exercise, for example, when using the sit-and-ride toys. The outdoor area is used to create a stimulating learning environment for the children with activities such as fishing for the ball and placing it in the correct numbered cup to further their recognition of numbers.

Children are encouraged to follow effective hygiene routines, such as hand washing after using the toilet and before snacks. The use of paper towels and liquid soap helps limit the risk of cross-contamination. The setting promotes healthy eating and a variety of healthy snacks are provided, such as fruit and cereals. Children are able to freely access drinking water throughout the session to ensure they remain hydrated.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

