

Hanslope Pre-School

Inspection report for early years provision

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Inspector Hayley Marshall

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Hanslope Pre-School registered in 1996. It operates from a main room and enclosed garden area in the local village hall in Hanslope, situated between Milton Keynes and Northampton. The pre-school is open Monday to Friday from 9.15am until 12.15pm term time. A maximum of 42 children may attend the pre-school at any one time. There are currently 30 children on roll aged between two and four years. Children aged three and four years of age are funded for free early education. The pre-school currently supports children with special educational needs/or disabilities and those who speak English as an additional language. The pre-school is managed by a parent run committee. There are five members of staff. One holds a level 4 qualification, two hold level 3 qualifications, one holds a level 2 qualification and one is currently unqualified. The pre-school is accredited with the Pre-school Learning Alliance and registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a warm, welcoming and safe environment for children to learn. As a result, children's enjoyment of their learning is exceptional and they are developing excellent skills for the future. Resources are stimulating, challenging and generally support children's learning and development well. The parent committee works well with staff to meet children's individual needs. Overall, parents benefit from good methods of communication to find out about their children's progress and achievements and feel included in the pre-school. Recommendations from the last inspection have been effectively addressed and along with effective systems for self-evaluation, demonstrate that the pre-school has a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop lines of open communication with parents to make sure that all feel included in their children's learning and development and everyone's views are listened to
- provide a continuation of children's learning about problem solving, reasoning and numeracy in the indoor environment by linking with a number rich outdoor environment.

The effectiveness of leadership and management of the early years provision

Children feel safe at the pre-school because adults put into place robust arrangements to promote their safety. Regular risk assessments are effective in maintaining a supportive environment where children are able to understand how to keep themselves safe. A thorough induction process helps to make sure that all those who work with children are suitable to do so. The staff team works well together and is enthusiastic because the manager is effective in communicating high expectations about securing improvements. Self-evaluation involves all staff and provides an accurate diagnosis of key areas of strengths and weaknesses. Actions are well chosen and carefully planned. Effective use of quality assurance programmes mean staff are reflective in their practice and capable of bringing about positive improvement. Consequently, outcomes for children are good.

Stimulating resources engage and excite children. Many opportunities are provided for children to make choices about what they play with and staff interact sensitively to forward their learning. The outside area is available throughout the session and well resourced. However, there are limited chances for children to continue their learning of problem solving, reasoning and numeracy in the outside area. Children learn about the diverse world in which they live through well-planned activities, such as the role play area set up as a travel agent.

Staff seek further training to develop their knowledge of children's differing backgrounds and needs. Children are making good progress in relation to their individual starting points because staff take effective steps to identify children who need extra support.

The pre-school actively liaises with external agencies when they feel that children require further support. This helps to promote the well-being and learning of all children who attend the pre-school. Partnerships with local schools are effective in supporting children starting school and work with children's centres to help support children and their families. The pre-school fosters parents' inclusion in their children's learning through different methods of information sharing, such as the website, home/pre-school books and display boards. A parent rota means that all parents are welcomed to spend time in the pre-school session. Parents can also choose to join the parents' committee and contribute towards decision making about the pre-school. However, not all parents use the methods of communication offered to share in their children's learning and development. Parents are complimentary of the care their children receive at the pre-school.

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

Children are very enthusiastic about attending the pre-school and say that they enjoy their learning. As a result, they are consistently making excellent progress. Staff empower children to make choices about what they learn and the way they

learn. This means children display high levels of engagement and excitement during their time at pre-school. Children are creative and critical in their thinking and work superbly well independently. Children are curious and inquisitive learners. They demonstrate their skill in using technology by taking photographs of their environment and the people in it using a digital camera. They then look at the pictures they have taken on the screen and decide whether they want to keep them or not. Ample opportunity for mark making throughout the session means that children are able to practise their emerging writing skills. Children's exceptional communication helps them to play a full role in their learning and develop excellent skills for their future learning.

Children display a strong sense of belonging and security in the pre-school. They make friendships and are patient and respectful of each other meaning that all appear happy and settled. Children take the initiative within the pre-school and are fond of, and affectionate with the adults who care for them. They seek out adults to share experiences with and cooperate well with their peers. Children select what they want to play with from resource trolleys and move resources around the room as they follow their interests and develop their play. When it is time to tidy up they collaborate well with each other by working together to clear the tables and put away the resources. Therefore, they have a good understanding of their responsibility within the pre-school.

Most children show a good awareness of how to manage their own personal hygiene, although at times staff give gentle reminders to some children. Children engage in a good range of physical activities inside and outdoors as part of their daily routine. They know when they are thirsty and get themselves a drink. At snack time, they wash their hands before helping themselves to a healthy snack. They understand that they need to eat healthy foods as part of a healthy lifestyle.

Children have a clear understanding of how to keep themselves safe. When using equipment such as scissors, they do so safely. Children feel secure in the pre-school and talk freely with adults about times when they have felt scared because they have developed trusting relationships with them. Adults remind children to walk not run when inside as they become excited at tidy up time. All children behave well and treat resources with care. As a result, children feel safe when they are at the pre-school.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
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	1

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