

Harvington Nursery and Pre-School



Village Hall, 44 Village Street, Harvington, Evesham, Worcs, WR11 8NQ

Inspection date 12 March 2015
Previous inspection date 7 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff promote children's learning and development across the areas of learning well. As a result, children make good progress in their learning.
- Children's social and emotional needs are well met by staff. Relationships are very good and children are happy, sociable and confident learners.
- Parents and carers are supported well to get involved in their children's learning and help raise their level of achievement.
- Safeguarding arrangements are effective as staff understand their role and responsibilities in protecting children. They work in partnership with any other agencies and professionals involved in supporting individual children.
- Leadership and management is strong because self-evaluation is successfully used to identify areas for ongoing improvements.

It is not yet outstanding because:

- Staff are generally well-organised, but there are times when children have to wait because staff are not fully prepared for changes to routines or activities.
- Staff have not yet fully explored the use of peer observation, in order to further evaluate and build upon their already good practice.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the organisation of routines during the day, so that changes between different activities run smoothly and children are not kept waiting
- develop ways in which peer observation can be used to promote professional development and share good practice across all staff, in order to enhance children's learning further.

Inspection activities

- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the committee members, manager and staff.
- The inspector looked at documentation, including a selection of policies and procedures and the children's learning records. She also checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is consistently good and staff have a secure understanding of how children learn and develop. Staff gather information about children's interests and different stages of development. They effectively use this information to plan activities that enable children to progress across all seven areas of development. As a result, children are gaining the necessary skills to support their eventual move to school. Children's communication skills are effectively promoted by staff who ask them well-chosen questions as they play. This ensures that children become confident learners as they use an increasingly wide range of words and vocabulary. Children's physical skills are promoted well as staff actively engage children in the music and movement sessions. However, on occasion, activities are not well organised and children have to wait. For example, a planned activity of planting daffodil bulbs is set up in the garden, but children have to wait as the member of staff leading this is busy elsewhere in the pre-school. This results in some children becoming distracted and losing interest.

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

Children's health and well-being are supported effectively. They have good opportunities to spend time outdoors and gain the benefits from being in the fresh air and being active. Children develop a good understanding of a healthy lifestyle as staff offer a variety of healthy snacks. Children enjoy snack time, where they sit together and talk about which foods help them to stay healthy. They demonstrate a good understanding of managing their own hygiene and personal needs, and wash their hands before meals. Children are developing good, independent self-care skills. Some use the toilet with confidence and ask for help, if needed, while those in nappies are taken care of effectively. Children are well behaved and respond well to gentle reminders of how to behave. They settle well as they are offered flexible settling-in sessions. As a result, children feel emotionally secure and enjoy their time spent at pre-school.

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

Committee members and staff have a good understanding of the requirements of the Early Years Foundation Stage. Children are well protected as staff have a good knowledge of how to deal with safeguarding concerns. Management carry out robust recruitment procedures, and there are good procedures in place that ensure that all staff and committee members have an updated Disclosure and Barring Service check in place. Staff suitability is further checked through effective and regular staff supervision meetings. This provides opportunities to discuss staff development and training needs. However, there is scope to further enhance staff's professional development, for example, by observing and evaluating each other's practice. This is in order to ensure that good teaching practice is shared, so that children can benefit from the best possible learning opportunities. The management team, along with children's key persons, monitor the progress children make to ensure that any gaps in learning are quickly identified and planned for.

Setting details

Unique reference number	205490
Local authority	Worcestershire
Inspection number	994622
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	20
Name of provider	Harvington Pre-School Committee
Date of previous inspection	7 October 2014
Telephone number	07775129234

Harvington Nursery and Pre-School opened in 1976. The pre-school employs four members of childcare staff. Of these, one holds Qualified Teacher Status, one holds an appropriate early years qualification at level 5 and one is qualified at level 2. The pre-school is open Monday to Thursday, from 8am to 3pm, during term time and during school holiday periods, from 8am to 4pm, subject to demand. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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