

# Hyde Pre-School

Hyde Church Community Centre, Hyde, Fordingbridge, Hampshire, SP6 2QH



## Inspection date

Previous inspection date

26 November 2015

9 July 2010

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Outstanding | 1        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Outstanding | 1        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Staff are well qualified and attend a wide range of training courses. The manager makes good use of their individual skills to enhance children's learning and development. For example, qualifications in outdoor learning have helped staff to provide more opportunities for children to explore plants and wildlife and to develop good physical skills.
- Staff give the highest priority to children's personal, social and emotional development. They provide exceptional role models and have very clear expectations. As a result, children are extremely well behaved, confident and secure.
- The manager and staff have strong partnerships with parents. Parents are well informed and involved in their children's learning.
- Staff are extremely effective in encouraging children to be independent and to manage self-help skills for themselves. They plan stimulating and challenging outdoor activities in the woods. Children are motivated to learn and are well prepared for starting school.
- Staff are exceptionally skilled in helping children to understand how to keep themselves safe and to manage their own risks.

### It is not yet outstanding because:

- The manager does not always focus sharply on identifying further improvements to the quality of teaching when she evaluates staff practice.
- Occasionally planned learning activities do not encourage children's creativity, imagination and thinking skills.

## What the setting needs to do to improve further

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

- strengthen the supervision of staff further so that it is more sharply focused on teaching and learning
- review planned activities to ensure that children have more opportunities to use their imagination, creativity and thinking skills.

### Inspection activities

- The inspector observed the staff and the children during an outing to nearby woods.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector held discussions with the manager and staff.
- The inspector looked around the indoor and outdoor environments.

### Inspector

Johanne Chandler

## Inspection findings

### Effectiveness of the leadership and management is good

The highly qualified managers and staff have a secure understanding of their roles and responsibilities across all requirements. Managers monitor children's progress well. Safeguarding is effective; staff know how to protect children. The team successfully reflects and evaluates their practice. The managers encourage all staff to attend ongoing training to enhance the quality of teaching and learning. Following recent training, staff have successfully adapted their planning to increase the opportunities for children's physical development. This has had a positive impact on children's learning. The managers work well in partnership with other settings and share information in a timely way so that children benefit from consistency in care and education.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff know the children very well and use children's interests effectively to plan a wide range of stimulating activities. For example, the staff hid dinosaur eggs, which the children had made from natural materials the previous day. The children enthusiastically searched for the eggs and used stones and wood to break them open and see what was inside. Staff listen attentively to children and use skilful questions to extend children's learning. Children are encouraged to practise early writing skills. For example, they write their names and use paper on clipboards to record their thoughts. Staff weave counting into real experiences, which helps children to develop a good understanding of mathematics. For example, children counted up to 15 while they were toasting bread over the campfire. Staff make regular assessments based on their observations of children and comments from parents. Staff use this information to plan challenging activities to support the children's next steps in learning.

### Personal development, behaviour and welfare are outstanding

The staff are exceptionally nurturing and caring towards children because they view emotional well-being as being central to children's development. As a result, children settle quickly and staff meet their individual needs extremely well. Staff are inspirational in their approach to helping children to be independent and understand safety. For example, children use hammers safely when they are hammering nails into wood. Children have daily opportunities for physical exercise and fresh air, including regular outings to the woods. Staff provide nutritious healthy snacks, which the children help to prepare.

### Outcomes for children are good

Children make good progress. Staff work effectively with parents and other agencies to help children who have special educational needs to make consistent progress. Children concentrate well and they are developing the skills they need for learning in school.

## Setting details

|                                    |                           |
|------------------------------------|---------------------------|
| <b>Unique reference number</b>     | 109834                    |
| <b>Local authority</b>             | Hampshire                 |
| <b>Inspection number</b>           | 824906                    |
| <b>Type of provision</b>           | Full-time provision       |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register      |
| <b>Age range of children</b>       | 2 - 4                     |
| <b>Total number of places</b>      | 20                        |
| <b>Number of children on roll</b>  | 25                        |
| <b>Name of provider</b>            | Hyde Pre-School Committee |
| <b>Date of previous inspection</b> | 9 July 2010               |
| <b>Telephone number</b>            | 01425 655714              |

Hyde Pre-School registered in 1984. The pre-school employs nine members of staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from 9am to 3pm on Monday and Wednesday and 9am to 1pm on Thursday and Friday, term time only. The pre-school provides funded early years education for children aged two, three and four years. The pre-school runs a forest school session once a week.

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