

Hanbury's Farm Pre-School



Hanbury's Farm Primary School, Derwent, Tamworth, Staffordshire, B77 2LD

Inspection date	5 December 2016
Previous inspection date	7 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The new manager is a highly qualified, experienced and enthusiastic practitioner. She works hard with the senior management team to support and motivate her well-qualified staff team.
- There is a clear vision for the future of the pre-school based on the views of staff, parents and children. Improvements are closely monitored to measure the impact on outcomes for children.
- Staff use accurate observations and discussions with parents to identify children's next steps in learning from the start.
- Children who have special educational needs or disabilities are extremely well supported. Staff provide targeted interventions based on precise assessments. They develop strong and cooperative working with parents and linked professionals to ensure that children's specific needs are met.
- Staff actively encourage parents to support children's learning and development at home. Parents are regularly informed about children's progress. Staff provide useful information and events to help parents to understand how children learn.
- Children behave well. They are relaxed and happy. Children demonstrate a strong sense of belonging and positive relationships with staff. This helps to support children's emotional well-being.

It is not yet outstanding because:

- Staff do not help children consistently enough to develop their thinking and problem-solving skills fully in order to make the best of their learning opportunities.

What the setting needs to do to improve further

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

- focus teaching more precisely on helping children extend their thinking and problem-solving skills in order to increase the potential for them to make rapid progress in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and members of the senior management team. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector took account of the parents' written views.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the signs and symptoms of abuse and how to report any concerns. They are kept up to date with any changes to policies and procedures through regular training and staff meetings. Staff are supported well in the pre-school through effective induction, training and supervision. The manager compares the progress made by different groups of children to ensure that every child is supported effectively. Additional funding has been used effectively to provide staff training on outdoor learning. This has a significant impact on children's confidence, social, communication and language skills.

Quality of teaching, learning and assessment is good

Staff plan a wide range of activities that helps children build on what they already know and can do. Children take home bags containing activities to complete with parents that support their next steps in learning. Parents are encouraged to share information about their children's achievements at home verbally and in writing. Staff support young children in developing their communication and language skills. For example, they discuss who the children are making birthday cakes for as they play in the mud kitchen. Staff actively engage with children showing them how to use scissors to cut paper snowflakes. Children are provided with further opportunities to develop these skills using scissors to cut play dough. Older children listen and join in with a story, taking turns and sharing resources. Effective use of props helps children to understand and respect the similarities and differences in individuals. Children enjoy wrapping parcels of different sizes. This helps them develop an understanding of size and shape.

Personal development, behaviour and welfare are good

Children are able to move freely between the well organised and stimulating indoor and outdoor spaces. This helps to promote a healthy lifestyle as children are provided with regular exercise and fresh air. Children learn to be independent from a young age. For example, they serve their own well balanced and nutritious snacks, meals and drinks. Attractive displays of children's work and effective reward systems help support children to feel valued and raise their self-esteem. They learn about the wider world with trips into the local community. For example, older children visit a local home for the elderly to sing festive songs. As children move through the pre-school and on to their next stage of learning there is good sharing of information with other professionals. This helps staff to make sure the children have a smooth move from one room or setting to another.

Outcomes for children are good

All children make good progress from their starting points and are well prepared for starting school. They are active learners who make choices and develop confidence. Children enjoy the company of other children and adults. Older children are learning to develop early mathematical and literacy skills, such as recognising the letters in their name when they see them in print. They listen attentively to instructions and carry out small tasks, such as tidying up.

Setting details

Unique reference number	EY445030
Local authority	Staffordshire
Inspection number	1065887
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 11
Total number of places	56
Number of children on roll	55
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	7 January 2013
Telephone number	01827250025

Hanbury's Farm Pre-school was registered in 2013. The pre-school employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. Three others have qualifications at either at level 4, 5 or 6. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm, with a breakfast club operating from 8am until 9am. The pre-school provides funded early education for two-, three- and four-year-old children.

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