

# Hatherton Pre-School

Hatherton Childrens Centre, Bloxwich Lane, Walsall, WS2 7JT



<b>Inspection date</b>	27 March 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 leadership team is committed to providing good-quality childcare. They offer staff continued opportunities for professional development through regular training and direct support. This helps to raise staff confidence and promote good outcomes for children.
- Staff are good role models and place a high priority on promoting positive behaviour. They give children plenty of praise for their achievements, helping to raise their confidence and self-esteem.
- Children are very settled. Staff are kind, attentive and support children's emotional security well. Children form strong attachments to the adults caring for them.
- There is a strong focus on play and learning in the well-resourced and inviting outdoor environment. Children of all ages explore the outdoor space with excitement and enthusiasm. This supports their enjoyment and well-being effectively.
- Staff work closely with a range of other professionals. For example, key persons for children who have special educational needs and/or disabilities attend meetings and training sessions to help them meet children's individual needs.

### It is not yet outstanding because:

- At times, staff do not organise some adult-led activities well enough to engage children fully in their learning.
- On occasions, staff do not provide parents with enough information about their children's next steps in learning, so that parents can extend learning opportunities at home.

## What the setting needs to do to improve further

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

- review the planning and organisation of some adult-led activities so that all children stay focused and engaged in their learning
- continue to strengthen partnerships with parents and provide ongoing information about children's learning in the nursery.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector checked a range of documentation, including safeguarding procedures and evidence of staff suitability.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation of an activity with the manager.
- The inspector took into account the views of parents and carers spoken to on the day.

### Inspector

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management is good

The manager continually reflects and evaluates on the overall quality of the provision. Ongoing development plans are in place to drive continuous improvement. Safeguarding is effective. Staff have a strong understanding of the procedures to follow if they have any concerns about children's welfare. Overall, staff have worked hard and continue to build on effective partnerships with parents. For example, they talk to parents about children's care and invite them in to 'stay and play' sessions. Parents are very happy with the provision. They comment that their children ask to come and don't want to leave. Assessments of children's learning are accurate. The manager analyses assessments to support the staff to plan for what children need to learn next. This means staff are able to identify any gaps in learning and put plans in place to help close them.

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

Staff are qualified and experienced. This is reflected in their enthusiastic interactions and the way they enhance children's learning successfully. Staff consistently observe and assess each child's abilities and achievements. They know children well and plan activities which follow children's interests and focus on what they need to learn next. Staff support children's communication and language skills well. For example, they model words, use gestures and simple sign language to support children who are not yet speaking. Staff develop children's mathematical development well as children play. For example, children are encouraged to identify numbers positioned on the wooden beams and crates as they walk across them. Staff provide a wealth of materials for children to learn about capacity. For instance, children enjoy filling and emptying containers with sand and water.

### Personal development, behaviour and welfare are good

The nursery atmosphere is friendly, vibrant and happy. Most children choose to play outside for much of the session. This helps them to develop many new skills such as climbing, balancing and riding wheeled toys. Staff are skilled at following a consistent approach to promoting positive behaviour. They gently remind children how to share and take turns, providing them with skills they need to manage their feelings and behaviour in social situations. Staff promote healthy lifestyles well. For example, children benefit from nutritious snacks. They develop strong physical skills as they play and explore. For example, they enjoy manipulating dough and using tools to dig for worms.

### Outcomes for children are good

Children develop good social skills. They are well mannered and learn to behave well. Children develop independence. For example, they pour their own drinks and cut up pieces of fruit for snack. Children develop their communication skills in a variety of ways. For example, through conversation, using props at story time or using simple sign language with staff and their friends. Children are beginning to understand early mathematical concepts. They sort, count and recognise numbers as they play. Children make good progress and develop all of the key skills to prepare them for the next stage in their education.

## Setting details

<b>Unique reference number</b>	EY494345
<b>Local authority</b>	Walsall
<b>Inspection number</b>	1033809
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01216430063

Hatherton Pre-School registered in 2015. It is part of the Pre-School Learning Alliance. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 to level 6. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.50am until 11.50am and 12.30pm until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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