

Harpur Hill Pre-school

Harpur Hill Primary School & Children's Centre, Trent Avenue, BUXTON, Derbyshire, SK17 9LP

Inspection date

30/04/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

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

2

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

2

The quality and standards of the early years provision

This provision is good

- Staff use good quality teaching strategies and detailed knowledge of individual children to plan an interesting educational programme that enables all children to make good progress in their learning.
- Children are very well prepared for school because staff implement a variety of strategies to help children develop the skills and knowledge they will need.
- Staff safeguard children effectively because they understand and implement clear policies and procedures. All aspects of the pre-school are regularly risk assessed so that children can play safely.
- Children are happy and confident at the pre-school because staff place a high importance on building relationships and using them to support children's emotional and social development.
- The management and leadership of the pre-school use a range of monitoring systems to ensure that all children make good progress and to support staff in providing high quality learning opportunities.

It is not yet outstanding because

- Staff do not always make the best possible use of information from parents so opportunities to enhance planning for children's interests are not maximised.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's activities in the playroom and outside.
- The inspector talked to the nominated person, manager, staff, key persons and children throughout the inspection.
The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector took account of parents' and carers' views.

Inspector

Alison Byers

Full report

Information about the setting

Harpur Hill Pre-school was registered in 2013 on the Early Years Register. The provision is privately owned. It operates from the grounds of Harpur Hill Primary School in Buxton, Derbyshire. The pre-school serves the immediate locality and also the surrounding areas. Children have access to an enclosed outdoor play area. There are currently 10 staff working directly with the children, all of whom have an appropriate early years qualification. Nine of the staff have qualifications at level 3 and one member of staff holds a degree in early years care. The pre-school opens five days a week from 8am until 3.30pm during term time only. Children attend for a variety of sessions. There are currently 68 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children for whom English is an additional language. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- build on existing relationships with parents, strengthening strategies that encourage them to contribute to children's learning in the pre-school and embed systems that use this information to inform planning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff at the pre-school have a very good understanding of how children develop and how to support their development. They provide a broad educational programme that interests and challenges the children. Children confidently use a computer to complete number tasks, make sandwiches out of dough and enjoy reading books with staff. Resources in the role-play shop support communication and language because they reflect real packaging and foods the children can relate to and leads to opportunities for conversations with staff. Outside children develop their physical skills as they run, climb and play with balls. Children are learning about the world around them as staff join them in their excitement when they discover bugs under stones in their mini-beast hotel. Staff plan an environment that enables a suitable balance of adult-led activities and child-initiated play. For example, children spend an extended period of time in the sand pit where a member of staff effectively extends children's learning as they make sandcastles. Staff use good teaching strategies and incorporate a range of different areas of learning into the activity. Staff talk to the children about how to make a good sandcastle, how many castles they will make and what size they are. On other occasions, children become engrossed in and lead their own independent experiments with water, using the resources provided to practise filling,

emptying and watching water flow down guttering.

Staff see each child as an individual and use their detailed knowledge of the children at the pre-school to provide care and education that is tailored to their individual needs. Staff make regular observations and assessments of children so that they can plan suitable next steps in their learning based on their interests. Activities are effectively differentiated using knowledge of what children can do and what their next steps are. For example, a colouring mixing activity is accessed by a range of children and staff expertly adapt it to challenge different children. The oldest children are given detailed instructions to work together to mix the paint colours and are praised for their cooperation. Younger children are taken through the activity step by step so they can also achieve the magic of making a new colour. The youngest children are allowed to experiment with the paint and learn how it can be used to make marks on the paper. Staff know which children are preparing for school and what they have learnt about letters in other activities. They can then encourage them, according to their abilities, to practise writing letters in the trays of paint with their fingers. Staff use effective questioning to support learning when they talk to children about what happened when they mixed the paints and what it felt like on their hands.

Children's development is regularly reviewed by staff and shows that children are making good progress across the educational programme. Staff share this information with parents so they are kept well informed about their children's progress and what is planned for their future learning. Staff have good relationships with parents and know families well, talking to them on a daily basis about what children are doing at the pre-school and what is happening at home. Parents share information with staff through these informal discussions, which supports staffs' understanding and knowledge of individual children. However, it is not always clear how contributions from parents inform planning and therefore opportunities to incorporate this information are not maximised. Parents value the effort staff put in to preparing children for school. The pre-school has a range of initiatives they use during the summer term to support children to prepare for school. For example, children bring in PE kits so they can practise getting dressed and undressed. Each child is given a book bag and is able to borrow books from the pre-school. Staff are clear with parents that the purpose is not to teach children to read but to develop good reading habits and give children the responsibility of looking after a book and bringing it in to change it. Staff have high expectations of what children can achieve before they start school and many of the oldest children demonstrate that they can write their name and recognise some letters.

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

Children attending the pre-school are happy and confident because they build secure attachments to the staff. Each child has a key person who has an overall view of the child but all staff are aware of each child's individual needs so they can welcome and include each child. Staff are interested in the children and sit with them at snack and lunchtimes, making them social occasions, talking to them about their families. This makes children feel valued and develops their self-esteem. The strong relationships between staff and children enable staff to set high expectations about behaviour and implement suitable

strategies to deal with issues. For example, children seek help from staff in the event of a disagreement about a bike and, as a result, staff can resolve the issue by talking to the children calmly and supporting them to take turns. Parents are welcomed into the pre-school each morning and are welcome to stay and settle their children. This allows opportunities for staff to talk to parents and get to know families and learn when children might need extra support to deal with changes. Staff respond to children's individual needs by providing one-to-one support and reassurance to increase the confidence of more anxious children. Staff regularly talk to the children about their feelings and children practise making happy, sad and angry faces. Children are learning how their behaviour can impact on others because staff talk to them about how the different faces can make other people feel. Staff build children's confidence because they regularly praise their efforts and display their creations. Staff help children to share and take turns so they are learning to tolerate others and play cooperatively. Overall, staff are dedicated to developing children's personal, social and emotional skills in preparation for their transfer into school. This is further supported by visits to school with staff that provide them with a secure base from which to explore their new classroom.

Children are learning to become independent both in their learning and through routines. Resources are all clearly labelled and accessible to children so they can lead their own play. Children's play is not interrupted because they can choose when they come for their snack and a short group time only happens before lunch. As a result, children have time to pursue their ideas, for example, developing their experiments of filling containers and pouring water to give to the plants. At snack time children collect their own cup and bowl and pour their own milk and water. This develops their motor skills alongside promoting independence. Staff gently encourage all children to take responsibility for clearing away their used crockery. Children understand they need to wash their hands after using the toilet and before they eat and can manage this independently. They can manage their own personal needs according to their age and staff provide sensitive support to children and families during toilet training.

Staff teach children how to be safe because they explain to children how and why they must sit on a chair properly and how they must be careful with spades in the sand pit. Children learn how police officers help them to be safe when they visit the pre-school. Other visitors to the pre-school include dentists who check all the children's teeth and help staff teach the children about how to care for their teeth. This supports the work staff do to help children learn about a healthy diet. They use play opportunities, such as a role-play shop to talk to the children about different sorts of food, provide children with opportunities to try different fruits and explain that some foods are treats, such as their Easter nests. Staff provide parents with guidance about what foods are appropriate for children to have in their lunchboxes at the pre-school and staff sit with children to model good eating habits.

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

Children are kept safe because leaders and staff are clear about their roles and responsibilities in safeguarding children. The provider supports all staff to complete

safeguarding training and ensures that new staff are made aware of the pre-school's procedures. All staff are subject to checks on their suitability to work with children and make annual declarations about their continued suitability. The provider is reviewing and updating all checks as an ongoing process. The recruitment of new staff includes a number of written references and an interview process that allows the provider to observe their interactions with the children and other staff. There are comprehensive risk assessments, policies and procedures in place that are shared with parents and understood by staff to ensure that children can play in safety. For example, a visit to the school field the other side of the gate is carefully managed and children are counted in and out by staff. A number of staff have completed health and safety training and achieved food hygiene qualifications. Consequently, they implement clear health and hygiene routines to minimise the risk of cross-infection.

The provider and manager use effective systems to monitor the educational programme and children's progress. Information from children's progress reviews is collated by leaders, allowing them to monitor assessments and track children's progress. As a result, they can ensure that all areas of learning are being covered and that any children not making expected progress can receive suitable intervention strategies. The provider, manager and staff work effectively together as a team to create a supportive environment that produces high quality practice. They actively recognise and share good practice. Staff benefit from working together in one room where they can support each other and less experienced staff and students can learn from others. The manager regularly completes peer observations of the staff that are evaluated and inform their appraisal meetings. There is a culture of reflective practice as they continually review together how well activities and resources have worked and what could be improved. The provider continually evaluates the pre-school and uses information from parents and support from the local authority to inform plans for improvement.

The pre-school is situated in the local children's centre building in the grounds of the local primary school and staff take advantage of these links. There are good partnerships with other agencies through the children's centre and they refer children there for a variety of additional support including speech and language and preparation for school. Staff support a number of children with special educational needs and/or disabilities, working with other professionals and implementing their own interventions. All staff are aware of children's additional needs and respond with appropriate strategies to ensure they are included and their learning is promoted. Children who speak English as an additional language quickly settle and become confident because staff use effective strategies to support them. For example, they collect information about key words from their parents, use visual clues alongside words and provide one-to-one interactions to improve their understanding and confidence.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY471937
Local authority	Derbyshire
Inspection number	943698
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	68
Name of provider	Mitchells Pre-Schools Limited
Date of previous inspection	not applicable
Telephone number	07889922780

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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