

Harby Pre-School

The Village Hall, School Lane Harby, Melton Mowbray, Leicestershire, LE14 4BZ

Inspection date	04/11/2014
Previous inspection date	06/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 meet children's care and learning needs well and children are making good progress in their learning. Key persons have a good knowledge of the individual children.
- Children have a diverse range of learning opportunities and ample to play freely, which enables them to continually extend their experiences during indoor and outdoor play.
- Staff have a secure understanding of the safeguarding procedures to follow should they have a concern about a child's welfare.
- Positive relationships with parents and carers are developed through effective induction and frequent communication.
- The manager drives improvement in raising the quality of care and education for the children through good self-evaluation and reflective targets.

It is not yet outstanding because

- The manager has not yet fully embedded systems for staff to share good practice with each other, for example, by observing and discussing each other's teaching.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held meetings with the manager of the setting. She toured the premises and outdoor areas.
- The inspector observed the children during activities both indoors and outdoors.
- The inspector attended a walk with the children and staff.
- The inspector looked at a sample of children's records, the planning documentation and relevant policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents from information included in the pre-school's parent questionnaires.

Inspector

Tracy Hopkins

Full report

Information about the setting

Harby Pre-School registered in 1974 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-School operates from the village hall within the rural village of Harby, Leicestershire. The group have access to a large hall, kitchen and appropriate toilet facilities. There is an enclosed outdoor play area. The group opens during school term times Monday, Tuesday, Thursday and Friday from 9am to 12.45pm. The pre-school is open to children who live in Harby and the surrounding villages. There are currently 20 children in the early years age group on roll. The Pre-School offers funded sessions for two-, three-, and four-year-old children. Children attend for a variety of sessions each week. There are three staff who work directly with the children, all of whom hold a recognised early years qualification. The group receives support from the Leicestershire Local Authority.

What the setting needs to do to improve further

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

- enhance and extend the already good systems of supervision and monitoring of staff, for example, by giving staff opportunities to observe each other's practice and discuss strengths and areas for improvement.

Inspection judgements

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

The quality of teaching in the pre-school is very good and children make very good progress, and in some cases excellent progress, in their learning and development. Children benefit from well-planned activities which reflect their learning and developmental needs and staff have a very good understanding of the requirements of the Early Years Foundation Stage. Staff use information from parents and their own observations of children to quickly establish children's starting points and their next steps. Key persons use a development framework to continually assess each child's level of development and identify appropriate next steps for learning. They use this information to provide and plan activities and experiences, which interest and engage children and so support and encourage their further development.

Staff complete the progress check for children between the ages of two and three and share this information with parents. This fully informs parents of the progress their child is making and of the planned next steps in their learning. Parents comment that they are able to support their child's learning at home and speak very positively of the support they and their child receives. The setting's good use of the Every Child A Talker programme enables staff to identify, monitor and track the progress of children's speech and language development. Staff seek support from, and work with external agencies, such as speech

and language professionals, to identify causes and take steps to address them, as required. The progress records of individual children enable staff to identify if any children are in need of additional support and show that all children make good progress in all areas of learning.

Adults strive to make all children's learning fun. Children thoroughly enjoy playing with the flour in the home-corner. They sieve, mix and pour the flour from one object to another showing deep concentration. Children show delight in exploring the texture of the flour and the way it moves through their fingers, displaying characteristics for effective learning. Furthermore, staff engage effectively with the children, at their level, skilfully questioning them to further enhance their learning. For example, children count and learn about measure as they begin to weigh items, developing their maths through effective interaction. Staff extend children's experiences through use of the local area. Children have regular outings to places of interest to help them to learn about their local community. They have visits to the church and the farm shop to buy fruit for snack time. A visit to the local woodland enriches children's learning from the outset. Firstly, children start to learn about self-care by getting dressed in appropriate clothing to keep them warm and dry. Learning that has taken place at the pre-school is skilfully woven into the visit to the local woodland. Children identify items in the environment that begin with the letter s, they measure sticks with rulers and talk about biggest and smallest and take pictures of their experiences with the pre-schools own digital cameras. Children are acquiring the necessary skills they require for their next steps in learning and the eventual move to school.

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

This is a friendly and welcoming pre-school where children settle quickly due to the robust key-person system and the nurturing staff who work as a close and supportive team. Parents communicate daily with their key person about their child and have many regular forms of formal communication including a newsletter, termly reports and parent's information questionnaires. In addition, children have well-documented learning journeys which contain observations and photographs of the children's learning. These are available for parents to see at any time. Staff are aware of the importance of creating close partnerships with parents in order for children to form close bonds with their key person and to allow them to feel secure in the pre-school. As a result, children are emotionally ready for their next stage in learning.

Children behave well as staff reinforce good behaviour through specific positive praise, such as, saying well done for sharing. This allows children to have a clear understanding of boundaries and expectations in the pre-school. Children are taught about the importance of healthy eating as they are offered a range of fresh fruit, milk or water at snack time. Parents are actively encouraged to provide healthy lunches for their children as staff share ideas of healthy meals and snacks and promote healthy eating. Children are independent in their self-care with older children accessing the toilet area themselves and younger children have helped by the staff. Staff regularly remind children to wash their hands after messy play, before snack and after the toilet which reinforces the message of

how to be healthy and healthy lifestyles.

Risk assessments are thorough and cover all areas of the premises, activities, resources and outings to ensure their suitability for use. Safety procedures for administering medications and following accidents are rigorous. Fire evacuation procedures are practised regularly ensuring children are safe as they play and learn at the pre-school. Children are reminded about safety and are encouraged to take well-supervised risks, for example, children are able to access the large climbing frame and climb high while being monitored.

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

The close working relationship between the manager and the dedicated committee ensures the leadership and management at the pre-school is good. The staff, manager and committee fully understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have completed safeguarding training and can confidently explain what action they should take if they were worried about a child's welfare. All staff are fully checked through the Disclosure and Barring Services to ensure their suitability to work with children. The induction process for new staff is thorough. As a result, new staff quickly develop confidence in their role and have a good understanding of their responsibilities in how to keep children safe from harm.

The manager shows competent leadership and a high level of organisation. She maintains a strong commitment to meeting the requirements for children's learning and development. She works diligently with all staff to ensure that children continually achieve and make good progress across all areas of learning. However, while good systems for monitoring and supervision of staff have been implemented such as, observations of teaching and learning and staff evaluations of practice, systems to share good practice with each other through systems such as peer-on-peer observations have not yet been fully embedded into this practice. This is due to the relatively new manager in post prioritising children's needs and staff training to ensure continuity. Staff are dedicated and committed to continually evaluating the provision and planning for improvements. They have clearly followed the recommendations of the last inspection. There are very regular staff and committee meetings, and effective systems to evaluate many areas of the provision.

The pre-school has excellent relationships with other groups who support the children. Regular contact with the local schools the children will attend supports their move from the setting. This ensures that children are supported and they are provided with continuity of care. Effective partnerships with parents ensure that staff meet children's needs well. Staff invite parents into the setting, and discuss and share information about their children's progress and development. Parents praise the support that key persons provide and the relationships that they develop with their children. These factors reassure parents about their children settling into the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	226330
Local authority	Leicestershire
Inspection number	870648
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	20
Name of provider	Harby Pre-School Committee
Date of previous inspection	06/12/2011
Telephone number	01949 861158

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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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