

Harpole Pre-School

Old School Hall, School Lane, HARPOLE, Northampton, Northamptonshire, NN7 4DR

Inspection date

15/01/2015

Previous inspection date

18/05/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- All children are excited and highly motivated to take part in the very well-planned activities that follow their interests and which provide challenges to continually support their learning.
- Children benefit greatly from the highly positive interactions from the staff during their activities. They are skilled practitioners who know the children very well and ably promote children's learning through their effective teaching skills.
- The manager monitors the educational programmes for the prime and specific areas of learning with full effect. As a result, every child participates in purposeful play and exploration.
- Children's safety is given high priority. The staff take positive action to identify and address potential risks. Their knowledge of the signs of abuse and awareness of their responsibilities to protect children ensures that the children in their care are fully safeguarded.
- The partnerships with parents and with other agencies who are involved with the children are highly effective. Parents input to their child's record of achievement through sharing information from home is fully valued by the staff. This working together means that each child's specific needs are met and that children receive a consistent approach to their care and learning.
- Children's behaviour is exemplary because they are provided with an excellent range of activities that are fun and interesting to them. They are learning about the expectations for behaviour through discussions with the staff.

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 activities in the three playrooms and in the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and with one member of staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers who were spoken to on the day.

Inspector

Melanie Eastwell

Full report

Information about the setting

Harpole Pre-School is a long established group and is on the Early Years Register. It is situated in the Old School Hall in Harpole, Northamptonshire and is managed by a committee. The pre-school serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at levels 3, 4 and 6. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 12 noon and there is a lunch club between 12 noon and 1pm. Children attend for a variety of sessions. There are currently 50 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the already excellent opportunities for children to explore the outside learning environment, for example, by providing even more experiences for them to use their senses and have first-hand contact with aspects of the natural world.

Inspection judgements

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

The staff know their key children extremely well and their strong knowledge of how they learn and make progress results in the activities being very well planned for each individual. The staff demonstrate excellent teaching skills, during an activity where children use a variety of art and craft materials to create traffic lights. The member of staff successfully incorporates a number of the areas of learning through her discussion and involvement with the children. These include mathematics, talking about colour, shape and numbers and understanding of the world through colour mixing. Throughout the activity the children are engrossed and focused on what they are doing. They are learning because the member of staff teaches them through her well-placed questions, giving them time to think about what might happen and valuing their own ideas.

All children attending this vibrant pre-school are very well prepared for their eventual move on to school. They are provided with rich learning opportunities that cover all seven areas of learning. These activities are superbly differentiated for the different ages and abilities of the children attending. For example, the younger children have their own group room and the planning is organised to focus mainly on the prime areas of learning. They are very well supported in their personal, social and emotional development and this

results in them getting enthusiastically involved in all the activities. The children in the pre-school room are confident to make their own choices of activities and they are very independent. They thoroughly enjoy the involvement of the staff in what they are doing and they work very well together during activities, such as large floor puzzles and when using the computer. The children have daily access to outside activities in the fresh air and they are able to run around to expend their energy. This results in them being more focused on their inside activities. During outside play they are encouraged to explore and be curious about the natural world. For example, they take part in woodland activities and go for walks around the village. The staff are keen to extend the children's outside experiences even further through first hand experiences and activities both in the pre-school garden and beyond.

The staff successfully develop very effective working partnerships with parents and they value information supplied from home about the child's achievements. Children who speak English as an additional language are supported very well through this partnership working. Parents' comments are used to contribute to the planning of activities for their child as well as being included in the child's file of observations. This excellent support for children is provided consistently by the child's key person. The full involvement of parents results in children being very well prepared for the move to school when the time comes. Children who have special educational needs and/or disabilities are very well supported to take a full role in the pre-school. The staff welcome visits from other professionals who are involved with the child and have daily, ongoing discussions with their parents to ensure their needs continue to be met. Children make rapid progress in their learning and this is clearly evident in the extremely well-presented observation files that are made by the key person. They also make excellent use of the progress check that is completed for children between the ages of two and three years to plan for their next steps in learning.

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

All children are very well supported by the staff to settle in when they start attending because the manager and key person work with each family to decide upon the visits the child will make. The staff are all sensitive to, and understanding of, each child's needs. They provide gentle reassurance through words and positive facial expressions, to new or unsettled children which enables them to develop confidence and make positive relationships with the staff and the other children. This skilled intervention by the staff enables children to settle quickly and to feel relaxed so they can join in with all the wonderful activities that are available to them. Children in both group rooms clearly demonstrate that they are rapidly developing confidence and an awareness of how to make their own choices about what they do. For example, they can help themselves to resources from the low-level units and boxes and they are able to move items around the room in order to enhance their own play. They are confident to approach the staff for comfort and reassurance and they take part in natural and relaxed conversations with the staff during their activities. This means that they feel very secure and have a strong sense of well-being at the pre-school.

Children are grouped according to age and spend time in their own rooms which enables the planning to be specifically focused on their individual needs and abilities. However, the

children do regularly come together as a large, mixed age group for outside play and during the lunch club. Children are very well prepared for the move into the pre-school room because the staff work very closely with their parents. The existing and new key person share information about the child and they make visits to their new room. Staff are available every day during arrival and departure times to share details about the child's routines and about what they have enjoyed doing during the morning. The pre-school has a close working partnership with the local school. They invite the teachers to visit the children at the pre-school in the summer term and they take the children to visit the school. Invites are also sent to all the schools the children are due to attend so their teachers can see them in the pre-school, talk with them and their key person. This results in children being as confident as they can be when preparing to move on in their learning.

Children thoroughly enjoy learning about the benefits of maintaining a healthy lifestyle because they are provided with daily opportunities to play outside in the fresh air. They are quickly developing their physical skills because they use equipment, such as scooters and ride-on toys. They are provided with a healthy variety of food at snack time. This time is used to develop children's independence skills because they choose when they have their snack, they know the routine for washing their hands, they serve themselves to what they want and they pour their own drinks. A member of staff supervises the snack table and talks to them about what they can choose, encouraging them to taste new foods. The staff help the children to learn about why personal hygiene is important because they talk to them while supervising them in the toilet areas. Children's behaviour is exemplary. They quickly learn about the expectations for behaviour and safety because the staff introduce discussions at group time from when they start attending. The children become familiar with these boundaries because they are maintained consistently by the staff.

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

The experienced and well-established management and staff team in the pre-school are very well supported by the committee and the business manager. They have regular meetings to ensure that there is a consistent approach to children's care and learning to make any reviews or changes to the pre-school policies and procedures. Children are effectively safeguarded and appropriate checks on adults are carried out to ensure the welfare of children. The designated leads for safeguarding have a clear understanding of the role and all staff are very well versed in what to do should they have concerns about a child. For example, they have a strong knowledge of the signs of abuse and the importance of recording and reporting any concerns to ensure that children are protected. The pre-school has robust recruitment procedures and they make regular checks and declarations of each member of staff's ongoing suitability through one-to-one meetings and appraisals. The pre-school staff are vigilant in managing children's safety and in identifying and reducing the potential hazards to children through efficient risk assessment. For example, children are closely supervised during their activities and during arrival and departure times. The free choice of movement for the pre-school children between the two group rooms is managed very effectively with regard to how the ratios of staff to children in each room are monitored.

The staff's ongoing professional development is actively encouraged by the committee and management team. Staff are encouraged to work towards qualifications and to attend training courses and workshops. The staff team have regular meetings during which the manager arranges in-house training sessions. The manager conducts observations of the staff during their work with the children and links this with her monitoring of their planning, observation and assessment for individual children. This coherent approach to reflect on the staff's practice and how they are planning for their key children's ongoing learning contributes to staff's development and their sense of value as part of the very strong team. The manager has an accurate view of the quality of teaching because she is thorough and tenacious in her ongoing monitoring and evaluation of all aspects of the staff's activity with the children. This results in the team being supported and highly motivated to continue their professional development.

Children benefit from the highly successful partnership working between their parents and the staff. This is due to the very effective communication that takes place from the outset. Children receive a consistent approach to their care, learning and specific needs because relevant information is shared. Parents make highly complimentary comments about their child's experiences at the pre-school and how supportive and approachable the staff are. They comment that the staff take account of the whole family, not just the child in isolation which promotes their well-being most effectively. The pre-school team continue to evaluate the extremely high standards they set for themselves and have continued to make adaptations and enhancements to their activity with the children to ensure they respond to their individual and changing needs. They have refined their procedures for sharing written information with parents and other providers who are involved with the children. They have introduced themed coffee mornings so parents can develop friendships and increase their knowledge about a range of childhood issues, such as healthy eating. The manager and staff team identify a well-targeted range of plans to enhance even further the already excellent provision that is offered to the children and families on roll.

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	220144
Local authority	Northamptonshire
Inspection number	854541
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	50
Name of provider	Harpole Pre-School Committee
Date of previous inspection	18/05/2011
Telephone number	07709 086087

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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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