

Hart Common Pre-School

Westhoughton Rangers Football Club, Wigan Road, Westhoughton, Bolton, BL5 2BX



Inspection date

10 February 2015

Previous inspection date

19 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children with special educational needs and/or disabilities are making good progress because staff provide targeted, effective learning opportunities.
- Parents are effectively involved in their children's learning and development because there is good two-way communication with their key person.
- Children form secure attachments with warm and caring staff as well as their peers. This increases their confidence, and consequently, they explore the engaging environment freely.
- The staff team is well-qualified and there is a robust process in place for the recruitment, appointment and induction of new staff members. This means staff are clear on their roles and responsibilities.
- The manager and early year's teacher monitor the educational programme and identify areas where children require additional support. This ensures children are reaching their full potential.
- Children make good progress in all areas of learning because staff clearly understand how children learn through play.

It is not yet outstanding because:

- Children's interest in stories and books is not fully extended as the staff are not making the best use of the book area.
- Opportunities for staff to learn from each other and share their best practice, for example, through peer observations and supervisions, are not always used to their full potential.

What the setting needs to do to improve further

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

- extend opportunities for continuous professional development, by developing a highly focused approach to improvement through the peer observation and supervision processes
- enhance opportunities to further support children's interest in stories and reading, by ensuring that there are a range of books, which are presented in an attractive and inviting way in the book area.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector held a meeting with the manager and owner.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning journals.
- The inspector checked the provider's self-evaluation and improvement plan.

Inspector

Joanne Ryan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is consistently good. The staff carefully listen, and respond, to children's ideas, resulting in confident, creative learners. Children choose between playing indoors or outdoors, which means they are able to play where they learn best. Staff prepare children well for their next stage of learning by ensuring they have the key skills required. For example, they extend children's thinking skills by encouraging them to act out parts of a story. Children develop their early literacy skills, as they participate in focused sessions where they sound out letters of objects they have brought in from home. The environment is well-organised to extend children's learning in all areas. However, the organisation of the book corner has not been fully maximised to offer an attractive and inviting area.

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

Staff support children to feel secure and comfortable with routines and to form close relationships with their key person. As a result, children are confident to explore the environment and test out their ideas. Staff place a strong emphasis on building children's confidence and self-esteem. For example, children gain certificates for their efforts in different activities. Furthermore, parents take home 'behaviour bags' with stories that support children in understanding how to behave. As a result, children demonstrate good levels of self-esteem, and parents are able to work consistently with the staff to support children's behaviour. Staff promote children's independence throughout the day. For example, children select their own lunch, open their own food containers and clear away after they have finished. Furthermore, children select their own snacks and pour their own drinks. Therefore, children are skilled at managing their own personal needs.

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

Staff are competent in their knowledge of the procedures to follow and who to contact in the event of any concerns about children or colleagues, which contributes towards keeping children safe. Staff are well qualified, which has given them a good knowledge of how children learn. As a result, they are able to effectively plan to ensure children make good progress in their learning and development. The monitoring system has highlighted children are making slowest progress in mathematics. Therefore, staff have introduced opportunities for children to learn about number, shape, space and measure in all areas of the provision. Staff have a clear action plan in place and they work together as a team to achieve the priorities for improvement set. As a result, the setting has a good capacity for continuous development. Staff have regular supervision meetings and observe each other interacting with the children. Therefore, staff are supported in continuous professional development. However, the supervisions and peer observations do not always offer a critical view so that staff's personal effectiveness is promoted to the highest level.

Setting details

Unique reference number	EY376587
Local authority	Bolton
Inspection number	977119
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	36
Name of provider	Hart Common Pre-School Partnership
Date of previous inspection	19 May 2014
Telephone number	07803 600 974

Hart Common Pre-School was registered in 2008. The pre-school employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, two at level 4 and two hold Early Years Teacher status. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school cares for children with special educational needs and/or disabilities.

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