

Hyde Heath Pre-School

Hyde Heath Infant School, Weedon hill, Hyde Heath, Amersham, Buckinghamshire,
HP6 5RW



Inspection date	10 February 2015
Previous inspection date	29 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 are secure, happy and keen to learn. Their behaviour is good and they demonstrate high levels of independence. This means they are prepared well for school and have a positive approach to learning.
- All children feel safe and secure within the pre-school because staff understand their individual needs and treating them warmly and with care at all times. This includes effectively planning for the next steps in their learning
- Positive partnerships with parents means that children benefit from consistency of care and learning between home and pre-school.

It is not yet outstanding because:

- The staff do not generally use snack time well as an opportunity to promote children's self-care skills or to talk about healthy eating.
- Although teaching is generally strong, staff do not always offer greater challenge to more able children to fully extend their mathematical and literacy skills.

What the setting needs to do to improve further

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

- maximise learning opportunities during snack times by allowing children to prepare their own snacks and by using this time to discuss healthy eating
- provide greater challenge for more able children to fully extend their mathematical and literacy skills.

Inspection activities

- The inspector observed children during a range of activities.
- The inspector sampled documents including policies, registers and records of children's learning.
- The inspector spoke to parents and took into account their views.
- The inspector and manager conducted a joint observation.
- The inspector spoke with the deputy manager, the chair of the trustee committee, staff and children at appropriate times throughout the inspection.

Inspector

Helen Harper

Inspection findings

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

Children progress well as they enjoy a balance of child-initiated and adult-led activities. The pre-school is well-resourced indoors and outdoors. This provides good opportunities for children to be curious and make discoveries, for example, within their mud kitchen. Children develop good physical capabilities, such as balancing on stilts and pedalling. Staff support children's learning by using skilful questions and praising them. Activities such as creating a dragon for Chinese New Year promote children's expressive arts and design skills. Children have good opportunities to make choices, helping them to learn through exploration and investigation. Staff value and listen to children when they speak. Children are confident to stand up in front of their friends to sing action songs. This helps them make good progress in their communication and language skills. However, teaching for mathematics and literacy does not always fully challenge the more able children.

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

The pre-school is inviting and welcoming. The children have good relationships with the staff, who are positive role models. Children's behaviour is excellent. They are polite and are able to share toys. This shows they are developing an awareness of other people's feelings. Children are secure, independent and confident. They put on their own coats and pour their own drinks. This means that they are being prepared well for their move to school. Snack times are sociable events, although staff do not encourage children to take an active role in their preparation. In addition, although children enjoy nutritious food and drink, staff do not generally use this time to talk to them about healthy eating. The pre-school has good partnerships with the school, parents and other agencies, to enable consistent care and support. Children are known well by supportive and knowledgeable staff that listen to their interests and allow them to guide their own learning.

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

Staff have a secure knowledge of the learning and development requirements and the importance of keeping children safe. Staff have opportunities to continue their professional development by attending training courses. This means that children are being cared for by staff that are effective in their roles. Managers and staff are committed to improving the quality of their provision through effective monitoring, evaluation and by setting targets for development. There are good arrangements to promote children's safety. Staff are suitably vetted and qualified to work with children. In addition, all staff know what to do if they have concerns about the welfare of a child in their care. The observation, planning and assessment of each child's learning are effective. This results in children receiving good quality care and learning opportunities within the pre-school.

Setting details

Unique reference number	EY254245
Local authority	Buckinghamshire
Inspection number	837203
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	22
Number of children on roll	30
Name of provider	Hyde Heath Pre-School Committee
Date of previous inspection	29 January 2009
Telephone number	01494 782845

Hyde Heath Pre-School registered in 2003. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding of children aged two, three and four. The pre-school opens five days a week during school term time offering a morning sessions from 9am-12 noon and an afternoon session from 12 noon -3pm. There are five staff who work with the children, one who holds Level 2 Status, three who hold qualifications at Level 3 Status, as well as one who holds Qualified Teacher Status.

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