

# Hartest Pre-School

Hartest Primary School, The Row, Hartest, BURY ST. EDMUNDS, Suffolk, IP29 4DL



## Inspection date

26 February 2015

Previous inspection date

10 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Key persons recognise the uniqueness of each child and their family. They create a special page of photographs of their family, which they include in the setting's family book. Sharing these photographs enables children to settle quickly and develop a strong sense of security and trusting relationship with their key person. This helps build their confidence and emotional well-being.
- Staff consistently use simple sign language and adapt activities well to cater for children with special educational needs and/or disabilities and children who speak English as an additional language. As a result, all children make good progress in relation to their starting points.
- Staff have a good knowledge of safeguarding procedures and practice. As a result, appropriate action is taken to minimise risk and to keep children from harm.
- Partnerships with parents are excellent. The ongoing sharing of information successfully involves parents in every aspect of their children's care and learning. Staff provide them with a wealth of ideas to support their children's learning at home. For example, they invite them to attend regular information evenings and encourage them to borrow specific resources.
- Staff plan a varied range of interesting experiences which ignite children's curiosity. For example, they visit the local butcher to learn about different occupations.

### It is not yet outstanding because:

- The performance management system is not yet rigorous enough to ensure that the good standard of teaching is raised even higher, so that children benefit from even more highly stimulating learning experiences.
- Staff do not always maximise opportunities during group story time to further enhance older children's language and critical thinking skills.

## What the setting needs to do to improve further

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

- extend systems for performance management to promote even higher levels of quality of teaching, for example, by introducing peer-on-peer observations, so that children continually benefit from even more highly stimulating learning experiences
- enrich the opportunities for older children to practise their language skills during group story time, for example, by asking more open-ended questions to encourage them to explain their thoughts and feelings about characters in stories.

### Inspection activities

- The inspector observed activities in the indoor and outdoor areas of the setting.
- The inspector spoke to members of staff, volunteers and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector reviewed the settings self-evaluation form online prior to the inspection.

### Inspector

Lorraine Pike

## Inspection findings

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

There is a buzz of excitement in this setting as children choose their own play. They confidently initiate their own activities, exploring and investigating. This helps develop their independence. Consequently, children acquire the necessary skills for their future learning. Staff have an effective understanding of how children learn through play. Overall, the quality of teaching is good. For example, children's attention is immediately captured during group story time. This is because staff are extremely animated and use intonation in their voice. However, they do not always maximise this time for older children to practise their language skills to express their thoughts about characters in the story. Children are motivated and persevere at challenging tasks. For example, they develop superb control and coordination as they use a range of tools to spread layers of sand in between real bricks. This is because staff provide a high level of praise and encouragement. Staff accurately record detailed observations and children's next steps in learning using an online system. Planning and assessment arrangements are precise and focus on children's individual development and interests.

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

Access to the inviting and highly stimulating outdoor area inspires children to be active. This is where they develop skills, such as climbing and balancing. Regular use of the host school's playground and playing field enables children to develop their large muscles and they run freely and take part in team games. A wealth of signs, and labels on equipment throughout the environment actively supports children's early reading skills. Children's artwork is beautifully displayed. This demonstrates that their contributions are valued and they are made to feel part of the group. Staff place a high priority on managing children's dietary requirements. Good partnership working with other settings and external agencies, such as health visitors support children's continuity of care and learning. Children are well prepared for their move to school. This is because the manager has made good links with the local schools to aid children's move when the time comes.

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

The enthusiastic manager and committee have a secure knowledge of the requirements of the Early Years Foundation Stage, and ensure that the setting is very well organised. The committee and staff team strive to maintain a high quality provision for children. They continuously evaluate and build upon their practice. A clear vision for improvement supports children's achievements over time. The manager's attention to monitoring the educational programmes ensures that children enjoy their experiences and make good progress. Staff performance is managed through regular supervision meetings and annual appraisals. However, the manager has not yet fully maximised this system. For example, by introducing peer observations, so that the practice of staff can be raised to the highest level through honest and critical reflection. Staff attend regular training and the manager shares her good practice and adopts new ideas at network meetings.

## Setting details

<b>Unique reference number</b>	EY362565
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	857669
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Hartest Pre-School Group Committee
<b>Date of previous inspection</b>	10 March 2011
<b>Telephone number</b>	01284 830860

Hartest Pre-School was registered in 2007. It operates from purpose built accommodation within the grounds of Hartest Primary School, and is managed by a voluntary committee. The setting employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including the manager, who holds a qualification at level 6. The setting opens from 8.30am until 3.30pm, Monday to Friday, during term time. The setting provides funded early education for two-, three- and four-year-old children.

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