

Highfield Pre-School

The Pastures Community Centre, Welford Road, Kingsthorpe, Northampton,
Northamptonshire, NN2 8PN



Inspection date	12 March 2015
Previous inspection date	7 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching from all members of staff is outstanding. They provide an exceptional range of high quality learning experiences that are planned for individual children and take place both inside and outside.
- Children's communication and language development is expertly supported by the staff. They spend time with them extending their vocabulary skills by introducing new descriptive words. During group activities children are rapidly developing their confidence to speak and to share their ideas with gentle reassurance from staff.
- The owner and staff team are absolutely committed to continue to drive improvement. There are highly effective systems to reflect on their activity and evaluate the provision to ensure it always meets the changing needs of the children attending.
- Children form exceptional relationships with the staff. This means they are confident to approach them for assistance. Through discussion with staff, children learn about how to keep themselves safe and to consider the risks involved in their activities.
- The owner is extremely supportive of the staff to attend training and work towards higher qualifications. This results in a very confident and skilled staff team. Staff demonstrate a very secure knowledge of how to implement the Early Years Foundation Stage for each child in their care.
- Excellent partnerships between parents and staff ensure that parents are fully involved in their child's learning. This results in children receiving a truly consistent approach to their care and development. Parents speak very highly of how dedicated the staff are in helping their children to achieve the very best they can.
- Children who speak English as an additional language are supported in a very sensitive way which contributes to them making rapid progress. The staff work closely with parents to develop their child's skills in English while fully valuing their home language.

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 ways for children to practise making marks, for example, by routinely having pencils accessible on the painting and art and craft table for children to write their name on their work.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and out.
- The inspector completed a joint observation with the registered provider.
- The inspector held meetings with the registered provider, with two members of staff and spoke to the children at times throughout the inspection.
- The inspector looked at the planning documentation, a sample of children's records, evidence of the suitability of staff working with the children and took account of the providers self-evaluation form.
- The inspector took account of the views of parents and carers who were spoken to on the day of the inspection.

Inspector

Melanie Eastwell

Inspection findings

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

All staff demonstrate highly effective teaching strategies. They encourage children to try new experiences, giving lots of praise for children's efforts and achievements. Activities are extremely well planned to follow children's interests and take account of their preferred learning style. Those who enjoy being outside read books and explore resources in the teepees. Staff sit with children in the book area where they become completely engaged in the story. The member of staff changes the tone of her voice for different characters, she asks the children to talk about the pictures. Children thoroughly enjoy being with staff because they join in sensitively, asking well-placed questions, giving children time to respond and showing a genuine interest in what they are doing. This results in children making rapid progress in their learning. Children concentrate on their chosen activities, working well together. This means they are developing confidence and skills for their future learning which results in them being very well prepared for moving on to school. They practise their writing skills through a wide variety of activities. There is scope to extend these opportunities even further, through always having pencils available on the art table, so they can write their name on their work.

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

Each child's well-being is given high priority by the staff. New children settle quickly. Staff seek detailed information from parents about their individual needs and favourite activities which are included in the planning when they visit. Children show they feel safe and secure. They move between their chosen activities, quickly learning about the daily routines. They make decisions about what they want to do. Staff help them to think about the risks involved in their activities and consider ways to ensure everyone is safe. The staff are strong role models. They play alongside the children, showing them how resources work, planning activities to help children get to know each other and help them to think about sharing and taking turns. This helps children to form friendships and to understand the expectations for behaviour.

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

The owner and staff team work exceptionally well together. They have a very open outlook on the way they work; regularly changing the way they set up the room ensures it is always fresh and exciting for the children. Safeguarding is given the highest priority. All staff have regular training, demonstrating a secure understanding of the procedures to follow in the event of any concerns. The owner has a secure understanding of how to recruit and retain suitable members of staff. They are actively encouraged to attend training courses and share what they learn. This has a very positive impact on their confidence and knowledge of how to support each child's learning. This results in finely tuned planning, observation and assessment that promotes children's individual learning and progress. Highly effective partnership working means that children's changing needs are always met and they receive a consistent approach to their care and learning.

Setting details

Unique reference number	EY341221
Local authority	Northamptonshire
Inspection number	857223
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	30
Name of provider	Julia Clare Snedker
Date of previous inspection	7 March 2011
Telephone number	01604 842184

Highfield Pre-school was registered in 2006. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3 and 6, including one with Early Years Professional status and one with Early Years Teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. 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.

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