

Hathern Pre-School Group 'Pastures New Playgroup'



Hathern C of E Primary School, Pasture Lane, Hathern, Loughborough,
Leicestershire, LE12 5LJ

Inspection date	12 March 2015
Previous inspection date	29 September 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

- Children are extremely happy, motivated and eager to learn. They play cooperatively together, often initiating and developing their own ideas. Staff are close by for support and skilfully know when to intervene in children's play to encourage and extend their thinking.
- The vibrant outdoor learning environment is a great strength of the pre-school. Staff embrace the 'Forest School' ethos of giving children time to play, explore and direct their own learning in the natural world around them. As a result, all children make rapid progress in their learning given their starting points and capabilities.
- Staff encourage children to draw reflective pictures of what they enjoy doing at pre-school. They know the children exceptionally well and what their individual styles of learning are. Close monitoring of children's achievements allows staff to plan a highly innovative educational programme that challenges and interests all children.
- Highly effective partnerships with parents and other provisions children attend ensure children receive consistency in their care and learning. Consequently, children are exceptionally well prepared for their next stages of learning, such as school.
- The manager and staff work exceedingly well together. All have a comprehensive knowledge of the Early Years Foundation Stage and implement the requirements to a very high standard. As a result, organisation is excellent and provides children with a relaxed and fun environment where each child feels safe, respected and valued.
- Staff are trained in supporting children with special educational needs and/or disabilities and children who speak English as an additional language. Established partnerships with other professionals and external agencies ensure children quickly get any additional support they may require.

What the setting needs to do to improve further

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

- continue to enrich the opportunities outdoors for children to enhance their already excellent imaginative skills, for example, by providing them with resources that further encourage children to share their thoughts, ideas and feelings.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both in the pre-school room and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager, deputy manager and assistant of the pre-school.
- The inspector spoke with the manager, staff, committee members and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and discussed the pre-school's self-evaluation form and improvement plans.
- The inspector also took account of the views of parents spoken to on the day and from information included in the pre-school's own parent comment books.

Inspector

Jacky Kirk

Inspection findings

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

All staff are highly enthusiastic, energetic and demonstrate excellent qualities of teaching. They continually observe how children participate in activities. This enables staff to quickly adapt the activity to ensure all children become engrossed in their learning. For example, they give younger children more time to explore, feel and touch the paint before adding further materials and equipment. Children are developing excellent literacy skills. Some children recognise and write the letters in their name. They practise these skills at morning registration and throughout their play. Children are developing excellent imaginations. They create pancakes with water and sand and demonstrate creative thinking skills. For example, they work out how to carry the heavy frying pan without spilling the mixture. Staff help children develop mathematical skills in fun and inspiring ways. For example, children take turns to count how many children are at pre-school. They also tidy up to a rocket count down theme and learn directional language as they line up in front, behind or next to their peers.

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

Staff are excellent role models and provide children with clear guidance of what is acceptable behaviour. Staff help children understand the hazards involved in outdoor play, yet give them space and time to take their own calculated risks. As a result, all children behave exceptionally well and demonstrate a remarkable understanding of how to keep themselves safe. Furthermore, older children help their younger peers to learn the pre-school safety rules. Secure settling-in procedures, and highly effective partnerships with parents, help children form strong emotional attachments to all staff. Consequently, children demonstrate excellent independence skills, which enable them to explore their environment with high levels of energy, curiosity and fascination. Staff enthusiastically praise children's individual achievements and share these with their parents. As a result, children are eager for staff to tell their parents when they have mastered a new skill, such as putting on their coat.

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

All staff have an excellent understanding of how to safeguard and protect children. Highly effective risk assessments highlight any potential hazards that may compromise children's safety. Safe recruitment and stringent vetting of staff and committee members ensure all adults who have contact with children are suitable. Staff continually evaluate each other's teaching practice, in order to use every opportunity to extend children's progress. Staff are highly trained. They are committed to improving their own professional development and two are undertaking higher-level childcare qualifications. Staff demonstrate an uncompromising commitment to improve the provision to ensure children continue to achieve at their highest possible level. Perceptive self-evaluation has identified that there is scope to improve children's imaginative skills even further. For example, dressing up clothes, tents and a fairy garden are being introduced outside.

Setting details

Unique reference number	226275
Local authority	Leicestershire
Inspection number	866273
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	33
Name of provider	Pastures New Playgroup, Hathern Committee
Date of previous inspection	29 September 2011
Telephone number	01509-842569 07975 767723

Hathern Pre-School Group 'Pastures New' is a parent, committee-run group that was registered in 1981. It operates from the Hathern Primary School and Community Centre in the village of Hathern, Leicestershire. The pre-school employs three permanent members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school further employs three relief staff. The pre-school opens from Monday to Friday, during school term time. Sessions are from 8.45am to 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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