

Hardwick Pre-School

John Bridles Hall, Lower Road, Hardwick, Buckinghamshire, HP22 4DZ



Inspection date

23 March 2015

Previous inspection date

30 April 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- Teaching is strong; staff plan activities and use resources well to help children engage in their learning and, as a result, children are making good progress towards their developmental goals.
- Partnerships with parents and other people who have a role in children's lives are very good. They support children's ongoing development through shared planning towards individual educational goals.
- The staff provide an inclusive environment where all children's needs are met well. Resources reflect children's backgrounds. They are learning about diversity, celebrating special cultural events throughout the year.
- Staff keep children gainfully occupied and their behaviour shows enthusiasm for learning.
- The environment is safely maintained and offers children many different opportunities to learn. Staff prepare children well as they move between different learning environments and on to school.
- The manager ensures staff have opportunities to continue their professional development. They apply any new knowledge to their practice and there are clear indicators that this is having a positive impact on children's learning and development.

It is not yet outstanding because:

- Staff read to children and do some activities that promote their developing literacy skill. However, they do not consistently plan many fun activities, such as rhyming games, using beats to sound out words, to further enhance this area of learning.

What the setting needs to do to improve further

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

- develop children's literacy skills further by exploring the sounds, beats and rhythms of words, and enhance their learning about letters.

Inspection activities

- The inspector observed children's play and learning, both inside and outside, during the inspection.
- The inspector sampled a range of documentation, including developmental records, key policies and procedures, and records relating to safe recruitment, staff development and training.
- The inspector conducted a joint observation with the manager.
- The inspector interviewed parents and looked at feedback information to take account of their views on the service they receive.
- The inspector took account of the self-evaluation process and development plan.

Inspector

Carolyn Hasler

Inspection findings

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

Staff welcome children into the setting, showing interest in the things they bring to show and talk about. They encourage parents to settle younger children before leaving and engage children in the activities set out attractively within the environment. Staff are cheerful and friendly, and give children individual encouragement and praise so that they quickly gain confidence to play. Staff have strong teaching abilities supporting all children's communication skills through their conversations and use of signing. They skilfully ask children questions and model thinking, and this enables older children to be creative and work out how things work. Staff use lots of intonation in their voices when reading stories. This catches children's attention and most show sustained periods of focus. Outside play enables children to be physically active, use their energy and stretch their legs. There are a good range of resources and equipment available outside to help the children practise their balancing and coordination skills.

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

The key-person system works well. Staff build trusting relationships with children and build their emotional security through planning small-group activities. They help promote children's independence skills through activities, such as helping to set the table, dish snacks and pour drinks. Children make fresh play dough each week which they share with their friends. Self-care skills are developing well because staff encourage children to have a 'have-a-go' attitude towards their personal needs. Children are learning about healthy lifestyles and how to keep safe, through the daily routines and games. Physical activities offer children opportunities to learn about risk taking and how to keep themselves safe.

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

The manager has a good overview of the quality of teaching, and of how staff manage their roles and responsibilities towards children's learning. She carefully monitors how well children are achieving against their starting points. Staff have a good understanding of children and recognise when children show signs of distress. They are knowledgeable about how to follow safeguarding procedures to safeguard children's welfare and well-being. Recruitment is strong and staff ensure all those who work with children are suitable to do so. Staff all contribute to evaluating practice and there is a development plan in place, which includes providing a digging and planting area for children in their garden. They ensure parents have opportunities to contribute their views and suggestions on how the service moves forward.

Setting details

Unique reference number	EY242519
Local authority	Buckinghamshire
Inspection number	843456
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	32
Name of provider	Hardwick Pre-School Committee
Date of previous inspection	30 April 2009
Telephone number	07754 091400

Hardwick Pre-School is a committee run group. It registered in 1993 and operates from John Bridles Hall in the village of Hardwick, Buckinghamshire. The pre-school is open each weekday, from 9.30am to 2.30pm on Monday, Wednesday and Thursday, and 9.30am to 12.30pm on Tuesday and Friday, during term times. The setting receives funding for the provision of free early education for children aged two, three and four. There are seven members of staff working with the children, of whom four hold appropriate early years qualifications to at least Level 2.

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