

# Hartford Pre-School

Hartford Community Centre, Canterbury Road, Urmston, Manchester, Lancashire,  
M41 0RX



## Inspection date

15 May 2015

Previous inspection date

16 May 2014

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

## Summary of key findings for parents

### This provision is good

- The well-motivated leaders have used their higher level training, increased monitoring and advice from the local authority, to support the staff and provision to improve.
- The pre-school provides a warm, friendly and welcoming atmosphere, where children enter eagerly, develop secure relationships, and play with enthusiasm and imagination.
- Teaching is good overall and, as a result, children achieve well. Staff organise the environment and routines effectively, which helps children develop the skills they need in readiness for their future learning at nursery or school.
- The strong relationships that staff develop with parents, support continuous two-way communication. This helps staff to accurately assess children's learning needs and interests, plan specific support and help parents to continue to their child's learning at home.
- Parents have a great deal of trust in the long-serving, consistent staff team. They value that staff know their children well, that they are happy, safe and make good progress in the setting.

### It is not yet outstanding because:

- Staff do not use the outside area to support different learning needs and styles as effectively as they do inside.
- Occasionally, staff do not support children's understanding of good behaviour in the best possible way. They focus on reminding children what they don't want them to do, as opposed to reinforcing and supporting the good behaviour.

## What the setting needs to do to improve further

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

- enhance the use of space, particularly outside, to support children's different learning needs and styles in the best possible ways
- help children to better understand the best ways to behave, by enhancing staff's understanding of how to support, affirm and reinforce positive behaviour.

## Inspection activities

- The inspector observed activities in the rooms used by the pre-school and in the outdoor area.
- The inspector spoke to members of staff, children and parents, and held meetings with the manager.
- The inspector carried out an observation of an activity alongside the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation, including examples of staff training and qualifications.

## Inspector

Angela Rowley

## Inspection findings

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

Staff continue to improve the way they plan for children. They use regular checks on their development and focus on what they want them to achieve. This helps children make good progress. Children are eager to join in activities because staff provide a wide range of toys and materials, which children have fun with and appeal to their imagination. The indoor learning environment is well planned and allows children to freely access interesting resources, which are regularly adapted in response to their identified learning needs. Therefore, when staff support children to achieve a new skill, such as cutting with scissors, children can continue to access the tools to practise their new achievements. Staff use routines to support different aspects of children's learning well. For example, children learn to recognise and select their own name card on entry. They sit, listen and join in with familiar stories during group sessions. However, staff do not always make the best use of space, including outside, to support different learning styles and preferences. The imaginative play of boys in particular, becomes overly excitable when they can only play inside for a significant part of the session.

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

From the moment children arrive, staff support their understanding of the routines of the session. This enhances many aspects of children's learning, including how to stay safe and be healthy. Children become accustomed to cleaning their hands after toileting and before eating. During snack time they learn good manners, turn-taking and self-care skills. Staff provide children with tongs so they can pick up fruit and small jugs to pour their own drink. This encourages the development of the small muscles in their fingers and hands to support their future writing skills. Through effective key working, staff build close relationships and children's social confidence, which helps them engage well. However, on occasion they do not reinforce positive behaviour or use positive messages to channel children's understanding of good behaviour. This leads to some low-level boisterous behaviour from a small number of children.

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

The management team have successfully tackled the actions and recommendations raised at the last inspection. Consequently, all legal requirements are met. Using information from audits and having regular checks on teaching, make action plans and staff support more focused and effective at making improvements. Improvements have been made in adopting different ways of monitoring and checking the progress of individuals and groups of children, especially those at risk of falling behind. Regular supervision sessions help staff to improve. Some staff have raised their level of qualifications, which is having a positive impact on children's learning. Safeguarding procedures are understood, and staff prioritise children's welfare. Strong links with the neighbouring school, and improved links with others, support children's future move to school.

## Setting details

<b>Unique reference number</b>	318685
<b>Local authority</b>	Trafford
<b>Inspection number</b>	977117
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Duncan Wise
<b>Date of previous inspection</b>	16 May 2014
<b>Telephone number</b>	0161 746 7752

Hartford Pre-school was registered in 1999 by a private provider. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday all year round. Sessions are from 9am until 12pm. The pre-school provides funded early education for two-, three- and four-year-old children. A lunch club for children attending the neighbouring nursery for afternoon sessions is also provided.

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