

Garway Pre School

Garway Primary School, Garway, HEREFORD, HR2 8RQ



Inspection date

Previous inspection date

18 May 2015

9 December 2008

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

Summary of key findings for parents

This provision is good

- Children make good progress in their learning, and are prepared for their eventual move to school, because staff provide them with a broad range of well-planned activities.
- Children enjoy fresh air and exercise because they have regular access to an interesting and well-resourced outdoor area. They use a selection of ride-on toys and search for bugs in the bug hotel.
- Children are protected from harm. Safeguarding policies and procedures are implemented well, and staff know the correct procedures to follow, should they suspect abuse or neglect.
- Children are developing good communication and language skills. They are articulate and confident during their play and interactions with staff and visitors.
- Staff build strong and friendly relationships with parents, and regularly exchange information with them. This means that children's individual needs are fully understood, which benefits their ongoing care, learning and development.
- Children have strong attachments to the kind and caring staff. They are confident to seek support from them, when required. This means children's individual needs are well met and they feel secure in their care.

It is not yet outstanding because:

- Staff do not plan the indoor space to meet the needs of children of different ages. As a result, younger children do not have the opportunity for quiet time or to access resources that are especially for them.
- Staff do not ask for a wide enough range of information about children's existing skills and knowledge from parents on entry, to help focus their initial assessments and to monitor children's progression effectively.

What the setting needs to do to improve further

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

- develop the indoor space to fully meet the needs of all children, especially those in the younger age range
- establish even firmer starting points for children's learning, by seeking precise, detailed information from parents about their child's prior learning and development when they first begin to attend.

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector observed teaching and learning activities in the pre-school room and in the outdoor learning environment.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the pre-school's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Tina Smith

Inspection findings

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

Staff plan a wide range of activities to support children's good progress. Planning and assessment arrangements are good and information about children's progress is regularly shared with parents. For example, daily diaries inform parents of their child's care needs and achievements. Staff gather information from parents about their child's care needs and interests, when they first start. However, they do not seek a wide enough range of information about what children can already do, to effectively monitor how they progress. Children of all ages engage in imaginary play. They buy food from the pretend shop and cook dinner in the role-play kitchen. Younger children get very messy as they use their hands to explore paint. Older children use potatoes to make prints. Children are focused and engaged because staff allow them time to play and experiment. For example, older children make mud pies in the mud kitchen and younger children fill and empty different sized containers with sand and water. Staff provide a range of activities to help develop children's reading and writing skills, ready for starting school.

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

The pre-school is warm and welcoming, with a variety of resources that are easily accessible to the children. However, when planning the layout of the pre-school room, staff do not consider the needs of all children. For example, younger children do not have a quiet area where they can rest or access age-appropriate resources. Nevertheless, children are happy and settled. They enjoy trusting relationships with their key person, who offers cuddles, praise and reassurance. Staff are good role models and teach children to share, take turns and play cooperatively. Children's independence and personal-care skills are promoted well. Staff are sensitive to children's individual dietary needs. Children serve their own healthy snacks and enjoy lots of exercise, both inside and outside. As a result, children learn about healthy lifestyles.

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

The leadership and management is strong. There are effective systems in place to ensure both the safeguarding and welfare, and the learning and development requirements are successfully met in practice. Robust recruitment procedures are in place to ensure staff are suitable for their role. Staff attend safeguarding training. This strengthens their knowledge of child protection and protects children's welfare. The well-qualified manager regularly observes staff's practice and provides feedback to help improve their performance. Staff are supported to attend training courses and encouraged to use the skills gained to improve learning outcomes. The manager and staff keep parents well informed about children's progress, and seek their views on the quality of the provision. Children receive a shared and consistent approach to their learning because staff have good partnerships with other providers and local schools.

Setting details

Unique reference number	EY375333
Local authority	Herefordshire
Inspection number	858294
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	23
Name of provider	Garway Pre School Committee
Date of previous inspection	9 December 2008
Telephone number	01600750813

Garway Pre-School was registered in 2008. The pre-school employs five members of staff. Of these, all hold appropriate early years qualifications at level 3. The manager has a foundation degree in early years. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.am until 3.pm. The pre-school provides funded early education for two-, three and four-year-old children.

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