

# Harefield Community Pre-School



Harefield Primary School, Yeovil Chase, Southampton, Hampshire, SO18 5NZ

<b>Inspection date</b>	24 June 2015
Previous inspection date	3 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Children thoroughly enjoy their time at pre-school and are very relaxed and happy. This is because they form very strong attachments to the caring staff who get to know the children well.
- Staff provide an extremely wide range of rich, exciting and highly engaging activities so children are keen to join in and explore these and the resources available.
- Staff identify children's needs quickly and meet their individual requirements exceptionally well through the effective partnerships they develop with parents and other professionals that are involved with the children.
- Staff keep detailed records that help them to assess and check each child's progress successfully. Staff use this information to plan specific activities to make sure children's individual learning progresses. As a result, children make rapid progress in their learning and development in relation to their starting points.
- The committee has highly effective systems to check staff performance and training needs. This is because the pre-school's leadership and management are extremely strong. As a result, staff work very well together. They consistently support highly effective teaching across the team and continually improve their practice.
- Staff are highly focused on keeping children safe and protecting them from harm. They attend regular update training to ensure they know what to do if they have concerns. They assess any risks to children and ensure the environment is safe for children's use. Safeguarding children is fundamental to all aspects of practice.

## What the setting needs to do to improve further

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

- consider ways of extending children's understanding of early mathematics in relation to shapes.

### Inspection activities

- The inspector observed the quality of teaching and learning both indoors and outdoors.
- The inspector talked to children, staff and the manager at appropriate times throughout the inspection.
- The inspector took account of the views of parents who were spoken to on the day of the inspection.
- The inspector and the manager carried out a joint observation and discussed the ways in which staff practice is evaluated in the pre-school and the plans for improvement.
- The inspector looked at planning documentation, a range of other records and policies and procedures.

### Inspector

Jacqueline Good

## Inspection findings

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

The well-qualified staff use their excellent knowledge of the learning and development requirements to implement these very effectively. They engage parents very well in sharing information about their children during settling-in sessions. Children benefit from inspiring interactions with staff. These include the effective use of questions that expand children's thinking, ideas and knowledge. For example, staff read a book about musical instruments and children learnt the names of unfamiliar ones. Staff place an extremely strong focus on helping children develop their communication and language. They engage children in conversations, helping them in the formation of sentences. Children explore resources eagerly and independently, both inside and outdoors. They thoroughly enjoy buying and chopping real vegetables to cook in the outdoor role-play area. This significantly enhances their imaginative development through use of their senses. Staff make the most of every opportunity to consolidate children's understanding of number, but there is less focus on children learning about various shapes.

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

The enthusiasm and warmth of staff effectively underpins the children's sense of belonging and security. Children behave extremely well because staff remind them daily of their expectations. Staff explain very clearly why certain behaviour is unwanted, so children learn to share and take turns. Staff actively support children's understanding of having a healthy lifestyle. For example, they enjoy daily outdoor experiences that support their physical development well, so they learn to climb and balance. Staff meet children's physical needs most effectively, which helps children feel secure. They help children develop strong personal independence; children confidently manage their own needs, including toileting. Staff liaise regularly with teachers and parents to ensure children are well prepared for, and confident about, their eventual move to school.

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

The manager is highly successful in reviewing and checking staff practice. She identifies children's needs, develops, evaluates and plans continually for improvement. She has addressed previous recommendations. The pre-school is extremely well organised and staff consistently implement detailed policies. Their highly effective practice creates a very safe place for children to be. The manager supports staff professional development very well. She conducts informal observations on their teaching practice regularly and provides constructive feedback. This results in a highly skilled workforce. These actions all contribute to the rise in the pre-school's service to an outstanding level.

## Setting details

<b>Unique reference number</b>	EY233403
<b>Local authority</b>	Southampton
<b>Inspection number</b>	832820
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Harefield Community Pre-School Committee
<b>Date of previous inspection</b>	3 March 2011
<b>Telephone number</b>	02380 471134

Harefield Pre-School registered in 2002. It is located in the grounds of Harefield Primary School, in Southampton. It is open each weekday from 8.30am to 11.30am and from 12.15pm to 3.15pm, during school terms. There is a lunchtime session from 11.30am to 12.15pm. Funding for early education is available for two, three and four-year-old children. The pre-school committee employs 15 members of staff, of whom 10 hold relevant early years qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

