

Hasbury Pre School

St Margaret's At Hasbury CofE Primary School, Hagley Road, HALESOWEN, West Midlands, B63 4QD



Inspection date

23 June 2015

Previous inspection date

21 September 2010

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

- The safeguarding of children is given high priority. Managers ensure that all staff implement policies and safe working practices effectively. This supports children's health, safety and well-being.
- The quality of teaching is good. Staff's qualifications and secure knowledge of the learning and development requirements equip them well to provide good quality learning experiences for children.
- Children have strong attachments to the kind and caring staff. Children are confident to seek support from them when required. Children's behaviour is good.
- Support for children with special educational needs and/or disabilities is strong.
- A culture of continuous improvement is fostered. Management has a good understanding of the strengths and weaknesses of the pre-school because they involve staff, children and parents in the pre-school's self-evaluation.
- Relationships with parents are very effective. This supports children's learning and development well. Staff regularly share information about children's progress and suggest ideas about how learning can be further enhanced at home.

It is not yet outstanding because:

- Occasionally, children are distracted from listening to and concentrating on adult-led activities by activities taking place in the same vicinity.
- Sometimes, staff miss opportunities to further enhance children's understanding of technology.

What the setting needs to do to improve further

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

- enable children to listen and concentrate without distraction during adult-led activities, for example, by reviewing the organisation of routines and other activities that take place simultaneously
- extend children's understanding of how to use technology, for example, by allowing them to use equipment, such as cameras for themselves, rather than watching staff use it for them.

Inspection activities

- The inspector looked at children's assessment records, planning documentation and a range of other documentation including policies, procedures, risk assessments and self-evaluation.
- The inspector discussed the children's progress with their key persons.
- The inspector viewed evidence of the suitability and qualifications of the staff working with the children.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- The inspector observed activities indoors and outside and reviewed the quality of teaching.
- The inspector conducted a joint observation with the manager.

Inspector

Karen Laycock

Inspection findings

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

Children aged between two years and four years attend this welcoming pre-school. Staff observe and assess children's progress during play and routines. They note their current interests and abilities and plan challenging and stimulating activities. They identify individual learning priorities. Consequently, all children make good progress in their learning and development. As a result, children are well prepared for the move on to school. Outdoors, staff provide children with a selection of resources including a variety of different coloured play dough, shape cutters, knives and books. They teach children how to use the tools safely. Children enjoy conversation with each other, as they discuss the characters from their books that they are making from dough. Children are engaged in the activity for long periods. This means they are motivated and active learners. Staff make good use of these opportunities to promote children's mathematical skills with discussions about pattern, shape and size. Staff introduce new vocabulary, such as, technique, technical and equal. This promotes children's communication and language. Children's thinking skills are promoted as staff ask thought-provoking questions, such as 'Where would you travel if you had a spaceship?' However, sometimes the organisation of adult-led activities means that children's listening and concentration skills are not always fully promoted. This is because they allow other activities nearby to distract children's attention. Children are encouraged to be proud of their achievements. They regularly ask staff to take pictures of them during activities to include in their learning journey books. However, staff sometimes miss opportunities to further extend children's understanding of technology, because they do not help children to use the camera for themselves.

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

Staff encourage children to be independent. Children are enthusiastic as they use the pre-school's cafe. Here they choose and serve their own healthy food and drinks. Staff encourage lively conversation about different foods. They ask children which foods are healthy and which are not so healthy. Children draw on previous discussions as they inform their friends that 'Fruit is good for you'. Children can choose to play indoors or outside. As a result, children learn about healthy lifestyles and the benefits of exercise and fresh air. Children learn to put on their own shoes and coats and use the toilet independently. They lead their own play. They organise and play chasing games outside. Staff join in with the children, skilfully extending their play without over directing it.

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

The manager is a strong leader who has a good knowledge of the Early Years Foundation Stage. There are rigorous recruitment procedures to check that staff are suitable for their role. The manager supports staff's professional development through appraisals, peer review and review of the activities and outcomes for children. Staff are supported to attend a variety of training courses and, encouraged to use the skills gained to improve learning outcomes for children.

Setting details

Unique reference number	253905
Local authority	Dudley
Inspection number	864515
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	41
Number of children on roll	80
Name of provider	Hasbury Pre-School Committee
Date of previous inspection	21 September 2010
Telephone number	01384 818667

Hasbury Pre School was registered in 1995. It employs nine members of childcare staff. Of these, all hold appropriate early years qualifications between level 3 and level 6. The pre-school opens from Monday to Friday, from 8.30am until 11.30am and 12.30pm until 3.30pm, during school terms only. The pre-school supports children with special educational needs and/or disabilities.

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