

Hardwick Pre-School

Hardwick Primary School, Limes Road, Hardwick, Cambridge, CB23 7RE



Inspection date

6 July 2015

Previous inspection date

20 March 2012

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Excellent attention is paid to working closely with parents or carers in order to establish every child's starting point. Staff very carefully monitor each child, including those who speak English as an additional language. As a result, all children receive exceedingly good support and make excellent progress towards the early learning goals.
- Handover reports are diligently put together by the pre-school staff. These provide very clear information about each child's current ability and learning style. This means that staff in the receiving schools can plan opportunities that continue to build securely on children's existing skills.
- Children are exceptionally independent and resourceful. This is because staff have high expectations about what they can achieve independently. As a result, children have healthy snacks and drinks and manage their personal needs very well.
- Staff use plenty of positive praise and encouragement, which raises children's confidence and enables them to become emotionally secure. Children's individual needs are always met extremely well and they form strong attachments with all staff.
- Children's safety is central to all that staff do. Staff's monitoring of relevant records helps them to make sure that children are safely accounted for and any anomalies in their care are quickly highlighted and dealt with.
- The manager and staff maintain a continuous drive for excellence. This is confirmed by their enthusiasm and well-documented determination to continually improve on their existing achievements over time.
- The manager's ongoing development is actively sustained and monitored by the committee and senior staff from the local primary school.

What the setting needs to do to improve further

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

- embed the new system for assessing children's progress quickly, in order to maintain the excellent progress children are already making and to capture times when their development slows.

Inspection activities

- The inspector observed general play and the snack time routine in the setting.
- The inspector talked with the manager, staff, committee members, parents and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability checks for all members of the committee and staff and a range of other documentation, including qualifications and first-aid and safeguarding training certificates.
- The inspector held discussions with some of the children's key persons and the manager in relation to observations of children's play, learning and progress.
- The inspector reviewed the current self-evaluation documents used by the manager, committee and staff.

Inspector

Lynn Clements

Inspection findings

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

The quality of teaching across the pre-school is exceptional. The extremely well-qualified and experienced staff accurately identify areas of developmental concern. They take swift action, in partnership with parents, to provide additional support. This means that any gaps in learning are closed or significantly narrowed in readiness for starting school. As a result, all children receive extremely good attention and support. The manager knows there is room to enhance monitoring systems even further to reveal any deviations in progress. Staff use various themes to provide a remarkably interesting range of high-quality learning experiences, both inside and outdoors. Children thoroughly enjoy exploring a seaside theme, as staff organise visually exciting pretend play, such as ice-cream parlours and mobile ice-cream trolleys. These very clearly motivate the children who excitedly use their imaginations to concentrate on their games for extended periods of time. They interact socially together and confidently use their developing language skills to extend their ideas. Children explore simple mathematics while exchanging play money for products. They actively seek out staff to talk about what they have bought. The staff sensitively extend their language skills and ideas by encouraging the children to recall their previous experiences of visiting the beach or shops. Children very clearly demonstrate that they are highly motivated, eager to explore and have developed a real excitement for learning. This can be directly attributed to the excellent, high-quality teaching and purposeful interaction provided by the manager and staff.

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

Children demonstrate a keen awareness of others. For example, they politely hold the gate open or take turns fairly while using the interactive whiteboard. Children enjoy plenty of opportunities to extend their physical skills. They skilfully use a wide range of tools and equipment. More robust activities outside enable them to increase their large-muscle skills. Children keep themselves safe and know how to take appropriate risks. This is because staff are very good at helping children to become aware of their own personal space. Children are really confident and highly motivated to learn. They really enjoy making choices and solving problems.

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

The manager and staff have an excellent understanding of their responsibility to meet all the requirements of the Early Years Foundation Stage. They do this robustly. For example, all staff understand and know how to respond very effectively if they have a child protection concern. They also ensure that parents and carers are fully aware of this. Safe staff recruitment ensures children are protected from harm. Regular supervision is directly linked to excellent training opportunities. As a result, children enjoy a very positive environment and are supported by staff who are up to date with the latest teaching ideas to effectively support learning.

Setting details

Unique reference number	221797
Local authority	Cambridgeshire
Inspection number	854598
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	26
Number of children on roll	53
Name of provider	Hardwick Pre-School Committee
Date of previous inspection	20 March 2012
Telephone number	01954 212823

Hardwick Pre-School opened in 1982. The pre-school employs six members of childcare staff, a lunchtime assistant and a cleaner. Of these, five hold appropriate early years qualifications at level 3 and the manager is qualified to degree level. The pre-school is open each weekday during school term. Morning sessions operate from 9.15am to 11.45am, lunch session from 11.45am until 12.45pm and afternoon sessions from 12.45pm until 3.15pm. The pre-school provides funded early education for three- and four-year-old children. They provide support for a small number of children with special education needs and/or disabilities and for children who speak English as an additional language.

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