

# Hatchlings Pre School

St. Marys in the Wood United Reform Church, Commercial Street, Morley, LEEDS,  
LS27 8HY



## Inspection date

9 July 2015

Previous inspection date

16 December 2011

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

## Summary of key findings for parents

### This provision is good

- Staff provide a warm, welcoming environment, which ensures all the children are happy and settled, and can independently access an interesting range of activities.
- Strong, flexible settling-in procedures are tailored to meet the needs of individual children and their families, which support them to develop secure relationships with their key person.
- Staff know their key children well and support them to make good progress from their starting points.
- Staff are calm, and use a wide variety of teaching methods to support all children to behave well.
- Effective links with the local children's centre and schools ensure good information sharing to develop practice and support successful moves between, and on to, these settings.
- Staff have a secure understanding of safeguarding policies and procedures, and so keep children safe and protect them from harm.

### It is not yet outstanding because:

- Although staff use self-evaluation effectively, they do not monitor the impact that any improvements they have made, have on the quality of teaching and learning.
- Staff do not always use every opportunity to fully support, challenge and extend children's interests, thinking, and learning.

## What the setting needs to do to improve further

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

- develop ongoing self-evaluation so that it also takes account of the impact that any improvements to practice has in terms of raising children's level of achievement
- improve teaching by ensuring all opportunities for interaction with children are used to support, challenge and extend their thinking, communication and learning.

## Inspection activities

- The inspector had a tour of the premises.
- The inspector spoke to members of staff, parents and children.
- The inspector observed activities and the quality of teaching in both playrooms and outside.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of staff, and a range of other documentation, including policies and procedures to safeguard children's welfare.

## Inspector

Mary Lewis

## Inspection findings

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

All children actively engage with the well-thought-out range of resources in the playrooms. Staff skilfully adapt their language and conversation to the developmental level of individual children and allow time for children to respond. They model and extend vocabulary when describing shells and discussing farm animals and tractors. Consequently, children confidently ask questions and discuss their interests. Imaginative play is thoughtfully extended by staff joining in with a child who is pretending there is a dragon on the roof. Children's understanding of literacy, numeracy, size and shape is developed during play and daily routines. Children become absorbed in creating their own pictures, demonstrating good hand control when using glue sticks, paintbrushes and attempting to write their own names. Children's skills and progress are assessed regularly and appropriate next steps in learning planned. Staff usually respond quickly to children's individual interests and play ideas but occasionally, opportunities are missed for extending their thinking and learning so that their progress is more rapid.

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

Children settle in quickly as they arrive at the pre-school due to the strong emphasis placed on developing warm, secure relationships with key people. Staff work closely with families to tailor settling-in procedures to individual needs. Nappy changing is done in a sensitive, caring way and is used as an opportunity for close one-to-one conversation. Independence is encouraged as children clear away their drinks inside, freely access their own drinks outside and take responsibility for putting their pictures in their drawers. Handprint pictures are made to introduce discussion about germs and the importance of handwashing. Transitions from the children's centre and into school are well planned for, with shared formats used for transferring information, visits from school staff and a picture book of the setting is given to schools and new parents.

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

Well-qualified staff work well together to implement the requirements of the Early Years Foundation Stage. They use their secure understanding of how children learn to plan and deliver a broad range of experiences, which support children's learning in all areas. Staff know which of their key children need support; they plan appropriate interventions and work with outside agencies, such as speech therapists when appropriate. Staff evaluate their practice together and share a drive for improvement. Recent developments include an inviting new reading area, the creation of more informative displays and changes to planning to follow children's current interests. However, a more effective system is needed to analyse the improvements made and their impact on teaching and learning for children. The manager and key person observe each other's practice and share constructive criticism. The manager ensures staff keep up to date with training, such as safeguarding and first aid. Other training needs, such as communication and language are identified during supervision meetings, followed up and then good practice is shared.

## Setting details

<b>Unique reference number</b>	EY430627
<b>Local authority</b>	Leeds
<b>Inspection number</b>	874553
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Caroline Louise Stainburn
<b>Date of previous inspection</b>	16 December 2011
<b>Telephone number</b>	07940506780

Hatchlings Pre School was registered in 2011. It is run by a private provider. The setting employs two members of childcare staff. Both hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday term time only. Sessions are from 9.15am until 12 noon and 12 noon until 2.50pm. The nursery provides funded early education for two-, three- and four-year-old children.

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