

# Harestock Pre-School

Community Lodge, Henry Beaufort School, East Woodhay Road, Harestock,  
Winchester, Hampshire, SO22 6JJ



## Inspection date

Previous inspection date

23 September 2015

5 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children of all ages and stages of development make good progress across all areas of learning from their starting points. The pre-school works very effectively with parents and professionals to help all children progress well.
- Staff promote children's personal, social and emotional skills well. This, together with thorough arrangements for transfer to the next stage of their education, helps to prepare children for moving on to school.
- The quality of teaching is good. Children make good use of the wide range of freely accessible activities and toys to make choices about their play. They are motivated and enthusiastic learners.
- Staff regularly carry out precise observations and assessments on children's development. This helps them to promptly identify and support any gaps in learning.
- Children behave well and demonstrate good manners. They learn about other people by taking part in regular outings and play activities, and through discussion.

### It is not yet outstanding because:

- Overall, managers oversee the quality of teaching well, ensuring that it is good throughout. However, monitoring arrangements are not always robust enough to notice when some staff are not quite as successful as others at extending children's learning.
- Staff do not always recognise opportunities to encourage children to express their views and ideas.

## What the setting needs to do to improve further

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

- refine further the arrangements to monitor the quality of teaching to identify any minor inconsistencies in staff practice as promptly as possible
- provide more encouragement and opportunities for children to express their thoughts and ideas.

### Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector held discussions with the provider and manager.
- The inspector undertook a joint observation with the manager.
- The inspector talked with staff, some children and parents to seek their views.
- The inspector looked at a range of documentation relating to safeguarding, suitability records, policies and procedures, and learning and development records.

### Inspector

Eileen Chadwick

## Inspection findings

### Effectiveness of the leadership and management is good

The management team has a good understanding of its responsibility to meet the requirements of the Early Years Foundation Stage. The manager has introduced thorough assessment systems and ensured staff are well trained to judge children's progress. Despite some very minor inconsistencies, the quality of teaching is strong. The manager follows good systems to ensure staff that are suitable, through effective checks and a detailed induction process. Safeguarding is effective.

### Quality of teaching, learning and assessment is good

Staff provide good, engaging and well-planned activities that support children's interests and next steps in learning. Children independently access a wide range of well-organised resources and often become deeply engrossed in their play. Staff promote children's communication and language skills well by talking with them and modelling language and new vocabulary. However, occasionally staff do not give children enough time to think through and explain their ideas as they play. Staff consistently provide good support for disabled children and those who have special educational needs. They work very effectively with parents and other professionals to ensure children have early and coordinated support to make good progress.

### Personal development, behaviour and welfare are good

Children demonstrate good levels of independence as they make choices about their play and manage their own personal needs. For example, children learn to pour their own water and milk, and to butter their own bread at snack times. Staff teach children about good hygiene routines and the importance of eating healthy foods. Children understand the importance of cleaning their teeth and learn to brush them correctly by practising on a set of large model teeth. Children enjoy the benefits of fresh air and participate in daily outdoor activities. This promotes their physical development well. Staff model good behaviour and manners, and children behave well.

### Outcomes for children are good

All children make good progress. They develop happy friendships with other children and are well supported so their individual learning needs are catered for. Children who are learning English as an additional language make good progress and benefit from the support of a bilingual member of staff.

## Setting details

<b>Unique reference number</b>	110459
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	839710
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Harestock Pre-School Committee
<b>Date of previous inspection</b>	5 March 2010
<b>Telephone number</b>	07748 464915

Harestock Pre-School registered in 1992. It operates from Henry Beaufort School in Winchester, Hampshire. The pre-school opens Monday, Tuesday, Thursday and Friday from 9am to 2.30pm and on Wednesday from 9am to 2pm during term time. The pre-school employs eight members of staff, seven of whom hold relevant early years qualifications at level 3 and one holds a qualification at level 2. The pre-school receives funding to provide free early years education for children aged two, three and four years.

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