

Hurley Pre-School

Hurley House, Kempford Road, Kennington, London, SE11 4PB



Inspection date	12 October 2015
Previous inspection date	1 February 2012

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

- Managers have a secure understanding of the requirements of the Early Years Foundation Stage and, overall, meet these well.
- Staff plan precise next steps in children's learning and meet their individual needs effectively.
- Staff provide a range of activities indoors and outdoors to motivate children in their learning. Children demonstrate curiosity to explore and display independence in choosing resources. They are busy and engaged and enjoy their time at the setting.
- Staff focus sharply on children's personal, social and emotional development. Children form friendly relationships with each other and with the staff and this has a positive impact on their emotional well-being.
- The setting supports children from a range of communities and backgrounds. Staff work in close partnership with parents and families to ensure continuity in children's learning and care.
- The provider has established effective processes to ensure a smooth transfer for children who move to school. For example, staff prepare a summary progress report on each child to share with their new teacher.

It is not yet outstanding because:

- The quality of teaching is strong overall, however, some staff are more effective than others at encouraging children to think and solve problems.
- Occasionally, staff do not fully encourage children to use their own ideas and extend their imagination, for instance, during art activities.

What the setting needs to do to improve further

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

- offer more targeted support to individual staff to address the minor inconsistencies in the quality of teaching
- extend opportunities for children to freely express their own ideas and build on their imagination.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector took account of the views of children, parents and staff.
- The inspector conducted a joint observation with the manager.
- The inspector viewed a sample of documents including suitability checks for staff.
- The inspector held a meeting with the manager.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

Self-evaluation is robust. Staff value the views of parents, children and local authority advisors in planning for improvements. The management team has established effective partnerships with other settings that help them to raise the quality of the provision. They have made good progress towards previous recommendations. Managers analyse children's progress regularly and support staff through supervision meetings to plan effectively for individual children. Staff use their qualifications and skills effectively to identify gaps in children's learning. They seek support from professional agencies for disabled children and those who have special educational needs. For example, the provider has used funding to seek guidance from a speech and language therapist. She has organised special outings to enhance children's learning experience. Parents express the view that their children flourish in their communication and language development and have grown in confidence. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff plan interesting group activities with a clear focus on promoting the next steps in children's learning. For example, staff hide natural materials around the room and children enthusiastically hunt for them. Staff help young children to learn to count how many objects they have found and older children learn to count in twos. They develop their mathematical skills as they play alongside each other. Children thoroughly enjoy creative play. For example, they wash baby dolls' clothes in a tub of water and hang their washing out on a line. They take into account each other's views during play. For example, they say, 'That's a good idea', as they agree on arrangements to put the dolls to sleep.

Personal development, behaviour and welfare are good

The key-person system is effective. Children who are unsettled on arrival soon engage in activities with reassurance from the staff. Children develop a healthy lifestyle. They exercise outside and explore the interesting activities that staff provide in the woodland area. Children develop confidence to try new experiences. Staff offer praise and encouragement as children learn to take appropriate risk, for example, as they explore the climbing equipment. All staff have received training on behaviour management and use their skills effectively to provide clear messages to children on what is expected.

Outcomes for children are good

Children build on their independence during routine activities and all children make good progress towards the next stages in their learning and for their move to school. For example, they develop good social skills and undertake manageable tasks such as emptying food waste in the bin and helping staff to clear up after lunch.

Setting details

Unique reference number	144055
Local authority	Lambeth
Inspection number	841641
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	47
Name of provider	Hurley Pre-School Committee
Date of previous inspection	1 February 2012
Telephone number	0207-582-1838

Hurley Pre-school registered in 1999. It is located in Kennington, in the London Borough of Lambeth. It is open five days per week for 50 weeks of the year. Sessions are from 9am to 12 noon and 1pm to 4pm. Full day care is available from 8am to 4pm. There are 13 staff employed including the manager. One member of staff holds Early Years Professional Status and the remaining 12 hold qualifications from level 2 to level 5. The pre-school receives funding to provide free early education for children aged three and four years.

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