

# Harrow Way Pre-School Group



Harrow Way Community School, Harrow Way, Andover, Hampshire, SP10 3RH

<b>Inspection date</b>	20 November 2015
Previous inspection date	3 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The manager skilfully and enthusiastically leads her staff team. She ensures that everyone is aware of their role and responsibility to safeguard children, and monitors the quality of teaching and the effectiveness of planning extremely well.
- The quality of teaching is outstanding. The well-qualified staff have an excellent knowledge of how children learn, and provide varied and imaginative experiences that engage and motivate children to learn. All children, including those whose starting points are below expected levels of development, make rapid progress in their learning.
- Staff make excellent use of the information they obtain from observations to find out what children can do, and use this to plan purposeful and challenging activities to help them make the very best progress possible from their starting points. ?
- Staff make the most of every opportunity to promote children's learning and development. They effectively enhance children's independence skills and extend their understanding of the importance of adopting a healthy lifestyle. ?
- Partnerships with parents, other early years providers and external professionals are exemplary, and make a significant contribution to helping staff meet the needs of all children.
- Children thrive and are warmly welcomed into this inspirational and nurturing child-centred environment. They develop exceptional relationships with staff and demonstrate high levels of confidence and a strong sense of emotional well-being.

## What the setting needs to do to improve further

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

- maintain effective self-evaluation to continue to provide very high quality care and learning outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector talked to staff, key persons and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of a planned adult-led activity.
- The inspector held a meeting with the manager and looked at relevant documentation, including self-evaluation, policies and procedures, children's learning records, and staff qualifications and suitability.
- The inspector spoke to several parents during the inspection and took account of their views. She also took account of the views of parents from written feedback questionnaires obtained by staff.

**Inspector**  
Claire Meyer

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Management and staff have a wealth of experience and work seamlessly together. Safeguarding is effective. Staff know the process to follow if they have a concern for a child's welfare. They maintain robust security processes so that children can play in safety. Management follows rigorous recruitment and induction procedures to help ensure staff's suitability to work with children. Parents receive a wealth of information about pre-school practice and are fully involved in their children's learning; they are continuously informed of their children's progress, which helps them build on their learning at home. Staff training is targeted and purposeful, and the manager regularly coaches staff and monitors their performance. This has a positive impact on learning outcomes for children. The manager and staff are committed to reflecting on their practice and driving improvements. They recognise the importance of continually strengthening their evaluation processes.

### **Quality of teaching, learning and assessment is outstanding**

Children benefit from high-quality resources that are used effectively to promote all areas of learning. Staff have excellent knowledge of child development and how children learn. They meticulously track and monitor the progress of individual and groups of children so that they can immediately identify any gaps in their learning and seek appropriate support. They use this information effectively to narrow the achievement gap and encourage all children to reach their full potential. Staff provide inspirational activities and experiences to encourage children to build on their early reading and writing, and their counting and number skills, during their play. This helps prepare children for their future learning.

### **Personal development, behaviour and welfare are outstanding**

Children are extremely happy and well settled. They demonstrate high levels of confidence as they make independent choices about what they want to do. Staff are excellent role models and provide clear and consistent boundaries to teach children right from wrong. Children learn to respect each other, behave appropriately and work together in harmony. For example, children routinely take turns and share resources with each other. Staff are exceptionally sensitive and caring, and ensure that children's physical and emotional needs are consistently met. This helps to promote children's self-esteem and emotional well-being exceptionally well. Staff give a high priority to the safety of children and effectively support their growing understanding of how to keep themselves safe and healthy.

### **Outcomes for children are outstanding**

All children make consistently rapid progress, including children whose starting points are below expected levels of development, and several achieve beyond expected levels of development for their age. Children are being exceptionally well prepared with the skills they need in readiness for school.

## Setting details

<b>Unique reference number</b>	109939
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	845972
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Harrow Way Pre-School Group Committee
<b>Date of previous inspection</b>	3 November 2009
<b>Telephone number</b>	01264 364900

Harrow Way Pre-School registered in 1977. It is a community pre-school run by a voluntary management committee from the community building in Harrow Way Community School, in Andover, Hampshire. The pre-school opens every weekday during school term time, from 9am until 12 noon and from 12.30pm until 3.30pm. The pre-school receives funding for the provision of free early education for children aged three and four years. There are six staff working with the children; of these, five hold relevant childcare qualifications at level 3.

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