

Hayling Community Pre-School



Mengham Infant School, St Mary's Road, Hayling Island, Hampshire, PO11 9DD

Inspection date	23 November 2015
Previous inspection date	14 March 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

- Staff have created a welcoming and inclusive environment. Children are encouraged to make independent choices about where they would like to play. This prepares children well for the next stage in their learning.
- Children who are learning English as an additional language and those who have special educational needs are supported well. Staff use well-targeted strategies to help close any gaps in their development quickly.
- Teaching in the nursery is good. Staff build on children's interests when planning activities and organise the learning environment to enthuse them. They make good progress in their learning.
- Children are happy and settle in quickly as they arrive. Staff reassure them and their parents as they separate from each other. Parents feel confident that their children's well-being is fully met by the high level of care that staff provide.

It is not yet outstanding because:

- Children have few opportunities to extend their critical thinking skills. Staff do not always provide children with enough time to think things through for themselves.
- Staff do not obtain as much information as possible from parents about their child's level of development when they first join the setting to help staff plan for each child as accurately as possible, right from the start.

What the setting needs to do to improve further

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

- provide children with more opportunities to develop their critical thinking skills and work out problems for themselves
- gather more detailed information from parents about children's abilities when they start to inform planning from the outset.

Inspection activities

- The inspector carried out a joint activity with the manager.
- The inspector held meetings with the manager and staff. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff and committee members.
- The inspector spoke to a parent during the inspection and took account of their views.
- The inspector observed the quality of teaching during activities indoors and outdoors. She evaluated assessments and planning and analysed the impact these have on children's learning.

Inspector

Clare Leake

Inspection findings

Effectiveness of the leadership and management is good

The manager is passionate about developing and building on the strengths of the setting. She makes good use of additional funding by assessing the needs of children on roll. She oversees staff's assessments of children's progress to monitor learning and identify any gaps in development. The manager monitors staff practice and they attend training, share their ideas and implement them into the setting. Safeguarding is effective. Staff know the signs that might indicate that a child is at risk of harm. Staff are recruited using the setting's robust procedures, and leaders are vigilant in monitoring staff's ongoing suitability for their roles. Arrangements for reviewing the quality of the provision are good and the manager includes staff and parents in helping to identify areas for improvement. For example, children now contribute their ideas to the planning of activities and are eager to participate in these.

Quality of teaching, learning and assessment is good

Staff observe and assess children's development and use this information to plan activities to support their individual needs. Staff provide a good range of interesting activities in a well-laid-out learning environment where children are free to explore and play. Staff work closely with parents to share information about children's learning to promote continuity between the setting and home. Children learn to value and celebrate different cultural and religious festivals, such as Chinese New Year and Diwali. Staff promote children's mathematical development well. For example, they use straws to measure and compare lengths, introducing language such as 'Bigger than' and 'Smaller than'.

Personal development, behaviour and welfare are good

Children benefit from good arrangements to help them settle in, including an effective key-person system. Staff are good role models and set clear boundaries. Children's behaviour is good. Children are helped to resolve any minor conflicts appropriately. Staff teach children to play cooperatively and respect each other. For example, they use a sand timer so children can see when it is their turn on a favourite outdoor toy. Children learn about the importance of healthy eating as, for example, they select fruit for snack time. Children enjoy physical exercise outside as, for example, they climb over blocks and run around in the fresh air.

Outcomes for children are good

Children make good progress as they reach typical levels of development for their age. Children are confident, independent learners and concentrate well during their play. For example, children are confident in taking care of their personal needs. All children are acquiring the skills they need to start school.

Setting details

Unique reference number	110184
Local authority	Hampshire
Inspection number	839685
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	65
Name of provider	Hayling Community Pre-School Committee
Date of previous inspection	14 March 2012
Telephone number	023 9246 6222

Hayling Community Pre-School registered in 1985. It is located in Hayling Island, Hampshire on the grounds of Mengham Infant School. The pre-school is open from 9am to 3.30pm on Monday to Friday. The setting operates term time only. The provider is in receipt of early education funding for children aged two, three and four years. The provider employs 10 staff. Of these, one holds an appropriate early years qualification at level 4, seven hold relevant qualifications at level 3 and one holds a relevant qualification at level 2.

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