

Hardings Pre-School

Panshanger Church Rooms, 24 Hardings, WELWYN GARDEN CITY, Hertfordshire, AL7 2EJ



Inspection date

Previous inspection date

26 November 2015

5 May 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
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 pre-school is led by a highly knowledgeable and effective committee and management team. They work tirelessly to provide the very best support and coaching for all members of staff.
- Staff are mostly experienced and well qualified. They attend a wealth of training to continuously build on their knowledge of the Early Years Foundation Stage and teaching skills. Less-experienced staff learn from the excellent role modelling and guidance provided by the core team.
- The management team uses a range of useful monitoring and quality audit tools to highlight strengths and areas for further improvement. Staff constantly reflect on the quality of their own practice and on children's achievement. They work very effectively as a team to share successes and find solutions to problems.
- Staff nurture strong and trusting relationships with parents. They engage with them extremely well to fully involve them in supporting their child's learning and development. This includes providing innovative resources for parents to use with their children at home to extend their learning.
- Children are eager to listen to stories and confidently join in with singing. Staff plan these sessions exceptionally well to ensure all children are interested, valued, engaged and motivated to learn.
- Children develop very good health awareness and are extremely confident in managing their personal care. They actively play outdoors each day and use a range of apparatus to develop physical skills. Children take part in yoga sessions, in which they eagerly follow instructions to stretch and move their bodies.

What the setting needs to do to improve further

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

- continue to reflect on the most effective way to organise activities to sustain the highest levels of engagement and motivation for all 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 completed two joint observations with the manager.
- The inspector held a meeting with the manager, deputy manager and the chair and vice chair of the management committee. She looked at relevant documentation, including the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Hilary Preece

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding arrangements are effective. All staff fully understand their roles and responsibilities in protecting children and are well trained in safeguarding issues and paediatric first aid. Managers and leaders follow safe recruitment practices to ensure everyone connected with the pre-school is suitably vetted, inducted and supported. The current manager has made effective changes and further improvements to ensure a high-quality provision is sustained. These include refurbishing and equipping the outdoor area to enhance the learning of those children who prefer to be outdoors. Staff have adapted routines and activities to ensure the needs of children of different ages are equally well met. The majority of these support learning extremely well. However, the manager recognises the need to continually monitor the best way to organise some popular group activities to help sustain the highest levels of teaching and learning.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is very high. Staff know and take account of the children's needs extremely well when planning a broad range of activities and experiences. Assessment of children is meticulous. Staff make frequent and precise assessments based on their observations of children. They use this information very effectively to monitor levels of progress across the provision and to identify specific areas where progress may be relatively slower. For example, staff extend children's mathematical learning by providing more-challenging and interesting resources to help children solve problems. They are proactive in seeking innovative ways to develop children's early communication and language skills as a foundation for all other learning. They are developing strong partnerships with speech and language therapists to assess children's communication skills and use precisely targeted activities to promote learning and development in this area.

Personal development, behaviour and welfare are outstanding

The key-person system is very effective. Key persons make home visits before children start to gather valuable information about children's interests, personal care and development. Children show in their behaviour that they are building positive relationships and significant levels of confidence. They are eager to explore the environment and select resources and activities of their choice. They decide when they are ready to have a snack and when they want to play indoors or outdoors. Staff are all trained in managing children's behaviour in a particular way so that children always hear clear and consistent messages. Staff work very sensitively together with parents to support individual developmental issues so that there is continuity for children.

Outcomes for children are outstanding

Children rapidly develop the skills needed for their next stage in learning. Older children show high levels of concentration and attention during focused activities on mathematics and literacy. Overall, children are working securely at, or above, typical levels of development for their age. Where children's starting points are lower in some aspects of learning, they quickly catch up. For example, those who speak English as an additional language rapidly gain confidence to communicate effectively.

Setting details

Unique reference number	148124
Local authority	Hertfordshire
Inspection number	854237
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	24
Number of children on roll	41
Name of provider	Hardings Pre-School Playgroup Committee
Date of previous inspection	5 May 2011
Telephone number	01707 392851

Hardings Pre-School was registered in 1993. It employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm on Monday to Friday, 1.15pm to 3.15pm Monday, Tuesday, Thursday and Friday or 9.15am to 3.15pm Monday, Tuesday, Thursday and Friday. There is a lunch club from 12.15pm to 1.15pm on Monday, Tuesday, Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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