

Hatchell Wood Pre-School

Plumpton Park Road, Doncaster, South Yorkshire, DN4 6SL



Inspection date

5 January 2016

Previous inspection date

13 October 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

- The provider seeks the views of parents, staff and children in their drive for continual improvement. Excellent partnerships with parents and school ensure information about children's care and learning is shared. Parents are supported very well to continue their children's learning at home.
- Close monitoring of children's progress, and careful planning, ensure children's individual learning needs are identified and targeted. Parents contribute to initial assessments of children's starting points on entry, and are kept very well informed about their children's progress.
- Children with English as an additional language are supported to attain the good communication and language skills they need for their future learning.
- Children settle easily into the pre-school. They are confident and self-assured in social situations. They develop a very good understanding of how to keep themselves safe and how to manage risks and challenges. Staff help children to become independent in managing their own personal needs.
- A well-established key-person system helps children form secure attachments and supports strong relationships with parents. Staff are very knowledgeable about the children and families they are working with. This means they can provide high levels of support through periods of change in children's lives.

It is not yet outstanding because:

- The provider does not always focus on professional development opportunities that help staff build on their strengths and teaching skills.
- Staff provide few opportunities for children to recall their learning and make connections between their different learning experiences. This means that moments to share children's thoughts and knowledge are sometimes overlooked.

What the setting needs to do to improve further

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

- focus more precisely on professional development opportunities for staff that help them to build on their good quality teaching skills
- make the most of opportunities to help children recall their learning and make links between their learning experiences.

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 joint observations with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. 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

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a thorough understanding of current child protection issues. All policies and procedures are understood and implemented effectively. Staff are qualified and access training to improve the service the pre-school provides. They have a good understanding of how children learn. This means children enjoy a wide range of interesting and motivating experiences. The indoor and outdoor areas are very well organised. This promotes children's developing independence as they make choices about their play and lead their own learning. Educational programmes are evaluated to ensure they reflect children's interests and challenge them to promote their good progress. Accurate monitoring of children's progress identifies children who need additional support. Additional funding is used effectively to help narrow the gaps for all children. Evaluation of practice is successful. The provider uses her findings to implement action plans that drive the continuing development of the pre-school and improve the outcomes for children.

Quality of teaching, learning and assessment is good

All staff have consistently high expectations of what each child can achieve. They have a secure understanding of the age group they are working with. Older children's independence is promoted as they initiate their own learning, and younger children enjoy higher levels of adult support. Assessment information is obtained from previous settings that children have attended. Using this, and information gathered from parents, staff develop focused learning programmes that take into account what children already know, understand and can do. Children's learning is promoted through good interactions and encouragement from staff. Parents know what their children are learning and are supported very well to contribute to this. For example, the pre-school holds literacy workshops for parents where they can learn strategies to encourage reading and writing.

Personal development, behaviour and welfare are good

Children develop self-confidence and self-awareness as their achievements at home and in the pre-school are celebrated. They enjoy learning as they explore their environment and use their imagination. For example, they act out real-life experiences during their role play. Children's social and emotional development are supported exceptionally well. They are very well prepared for their transition into the pre-school and into school. Staff are excellent role models. They work very well as a team, model good manners and teach children to respect adults and each other. Children are supported to understand the pre-school's expectations for good behaviour and staff help children to manage their own feelings. Children develop their knowledge of how to keep themselves well through frequent exercise and eating healthily.

Outcomes for children are good

All children make good progress from their starting points and are very well prepared for their future learning in school. Their developing independence is fully promoted as they make choices and initiate their own learning. Children learn that some children's lives are different to theirs and learn to respect those differences.

Setting details

Unique reference number	318086
Local authority	Doncaster
Inspection number	868473
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 5
Total number of places	24
Number of children on roll	34
Name of provider	Hatchell Wood Pre-School Committee
Date of previous inspection	13 October 2010
Telephone number	0794 627 9311

Hatchell Wood Pre-School was registered in 1993. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.45am to 11.45am, and 12.30pm to 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

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