

Hardwick Pre-School

Hardwick Infant School, Olympic Way, Wellingborough, Northamptonshire, NN8 3QA



Inspection date

13 January 2016

Previous inspection date

24 November 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Teaching is good. Children benefit from the time the staff spend with them. During activities they ask well-placed questions, encouraging children to explore and think about how to solve problems, effectively extending their language, interest and learning.
- Children's safety is given high priority. Staff supervise them well during activities and arrival and departure times. Children learn about how to keep themselves safe. They are reminded by staff about the expectations for behaviour and they are guided effectively to be enthusiastic during tidy-up times at the end of the session.
- Parents make very positive comments about theirs and their children's experience at the pre-school. They discuss how friendly and approachable the staff team are. They comment how they help their children to settle in when they start attending and about the progress their child is making.
- Self-evaluation is accurate. The manager has a very realistic view of where the provision is now and works well with the staff team to identify well-targeted plans for their future continued improvement.

It is not yet outstanding because:

- The manager is aware of changes to the framework since the last inspection. The higher expectations for staff practice are not yet fully reflected in the current supervision arrangements.
- The progress made by different groups of children is not yet fully checked to measure that those children who require additional support are making as much progress as possible.

What the setting needs to do to improve further

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

- extend the current performance management procedures to further promote staff's performance and teaching
- make better use of information from assessments to check the progress made by different groups of children and make sure that those who need additional support to achieve well make as much progress as possible.

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 a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager, the deputy and with one member of staff. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Melanie Eastwell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Thorough recruitment procedures ensure that staff are suitable to work with children. Staff have a good awareness of how to keep children safe and ensure their welfare. Staff are encouraged to keep their knowledge up to date as they attend training courses which contribute to their developing confidence. However, the performance management and supervision are not yet sufficiently refined to ensure the ongoing professional development is incisive and focused on staff's individual needs. The manager has detailed information provided by the staff about the progress individual children are making. This is shared regularly with parents and is used effectively to identify what children need to do next. However, systems to monitor the progress of different groups of children are still being developed. The manager and staff team evaluate all aspects of their daily activity which ensures they respond to the children's changing needs.

Quality of teaching, learning and assessment is good

The staff guide and extend children's learning skilfully because they know children well. They keep a close check on what children can do and plan activities to help them move towards their identified next steps in learning. Staff accommodate the different ways in which children prefer to learn, offering interesting and challenging activities both inside and outside. Children thoroughly enjoy the enthusiastic involvement from the staff in their play. Staff extend children's vocabulary during activities as they use descriptive language, showing a genuine interest in what children are doing. This strong focus on supporting children's communication and language results in all children, including those who speak English as an additional language, making good progress.

Personal development, behaviour and welfare are good

Children quickly settle to play when they arrive. They are confident to choose what they want to do as they move items around the setting to enhance their play. They make friendships and show care and concern for each other as they play well together and say goodbye when their friends go home. Children learn about the benefits of healthy lifestyles. They know the routine for washing their hands before mealtimes, they enjoy helping to prepare their snacks and take part in activities outside in the fresh air every day. Children clearly show that they feel safe and a sense of belonging in the pre-school. They enjoy the company of the staff, taking part in relaxed conversations and laugh at jokes together. Staff are good role models and, as a result, children treat each other with respect.

Outcomes for children are good

All children make good progress in relation to their ability and individual starting points. They are provided with a wide range of experiences that cover the seven areas of learning. With support from staff they learn valuable skills for their future learning in preparation for moving on to school, including independence, respect for others, how to share and make decisions.

Setting details

Unique reference number	220268
Local authority	Northamptonshire
Inspection number	854547
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	45
Name of provider	Hardwick Pre-School Committee
Date of previous inspection	24 November 2008
Telephone number	01933 401193

Hardwick Pre-School was registered in 1992. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications ranging from level 2 to 4. The pre-school opens from Monday to Friday, during term time. Sessions are from 8am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

