

Herlington Pre-School

Herlington Community Centre, Orton Malborne, Peterborough, Cambridgeshire, PE2 5PW



Inspection date 25 January 2016
Previous inspection date 17 May 2011

| 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

- All children form positive, trusting and emotional relationships with their key person and other staff. There is a good level of adult attention and warm interaction. A welcoming and friendly atmosphere greets all children and their families.
- Staff quickly identify those children who require additional support in their learning and implement a focused teaching approach. Children regularly receive one-to-one care or engage in small-group work to specifically meet their individual targets for development.
- Children have good opportunities to learn about people and places in their local community. They take part in a Christingle service at the church and spend time each week participating in activities with elderly people.
- Highly effective partnerships have formed with parents and other agencies to support a shared approach to children's learning and ensure they receive consistent high levels of support.
- Staff are supported in their professional development. Training is identified that will further improve staff's skills, knowledge and interests in order to enhance the children's experiences.

It is not yet outstanding because:

- Children are helped to gain an understanding of different cultural events and the wider world. However, the cultural backgrounds of some children who attend the setting are less well promoted.

What the setting needs to do to improve further

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

- find ways to promote and share the different cultural backgrounds of children attending the pre-school.

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 managers.
- The inspector held a meeting with the managers. She looked at relevant documentation, such as the 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

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand the reporting procedures they must follow in the event of a concern. Robust procedures are in place for the recruitment of staff. The managers and their assistant work well together to support and lead the large staff team. Room leaders regularly meet to discuss best practice and individual room staff hold meetings to evaluate the provision they provide. Managers consistently highlight the setting's strengths and areas for development to enhance the care and education children receive. Managers check the individual progress children are making in their learning and in groups, such as gender and those with additional needs. Parents speak very positively about the pre-school and the support provided by staff.

Quality of teaching, learning and assessment is good

Staff have a secure knowledge of how children learn, and as a result, teaching is good. Children's interests and learning needs are well planned for in activities. Staff communicate with children. They engage in conversation and introduce interesting words into their vocabulary, such as the names of the different planets. Young children enjoy looking at books and singing songs. Staff use puppets and props to bring the stories and songs to life. Children develop an understanding of mathematical concepts as they play. They march from the top to the bottom of the slope in the garden and are encouraged to stop when they feel they have reached half way. Children's prior knowledge, skills and understanding are gathered from parents when children start at the setting. Parents are well informed about the progress their children make. Staff share information about children's learning with other providers and schools they are due to attend.

Personal development, behaviour and welfare are good

A secure settling-in process means that children settle at their own pace and staff take the time to build relationships and get to know new families well. Children of all ages approach staff with ease and effectively communicate their needs and wants both verbally and by using visual aids. Children's good behaviour is reinforced by positive praise from staff. Children are given space to explore freely and test out their boundaries. Young children are helped to develop valuable skills, such as how to share and take turns in activities. Older children know and understand the rules and the routines of the setting. Outdoor play is a main focus for most children. The well-thought-out garden provides a variety of interesting activities. Physical play is very well promoted. Children learn to ride, climb and balance through the use of challenging resources. Foods eaten at snack times help to promote healthy eating. Children learn to become independent. They take care of their own self-care needs, such as toileting and dressing themselves for outdoor play.

Outcomes for children are good

Children are comfortably working within the range of development typical for their age. A secure system of observation, assessment and planning is used to effectively monitor children's progress. Gaps in learning are quickly identified and effectively planned for so that children make good progress. Children are well supported in activities and gain essential skills in readiness for their move to school.

Setting details

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| Unique reference number | 256771 |
| Local authority | Peterborough |
| Inspection number | 867047 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 147 |
| Number of children on roll | 197 |
| Name of provider | Herlington Pre-School Committee |
| Date of previous inspection | 17 May 2011 |
| Telephone number | 01733 390115 |

Herlington Pre-School has been registered for 35 years. The pre-school employs 37 members of childcare staff. Of these, 27 hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school opens Monday to Friday during term time only. Sessions are from 7.45am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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