

# Heckington Pre-School

Howell Road, Heckington, Sleaford, Lincolnshire, NG34 9RX



## Inspection date

2 February 2016

Previous inspection date

15 March 2010

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 management team and committee members are highly ambitious and constantly aim towards achieving the highest standards in care and education. Their commitment to continuous improvement successfully builds on the existing superb provision and is very effective in promoting excellent outcomes for children.
- The pre-school staff place a strong emphasis on working closely with parents and other settings that children attend. These partnerships support staff to provide children with continuity of care and enable them to maintain a fully inclusive environment.
- Staff quickly and accurately identify children's starting points. High-quality observations and accurate assessments of children are used to inform the planning of children's next steps. Children enjoy a wide range of stimulating activities and experiences based on their current interests. They make excellent progress in their learning.
- Staff have high expectations of children. Children are valued as unique individuals. They enjoy a wonderful range of exciting and interesting activities. Children join in activities in different areas in and surrounding the pre-school. This helps to keep children interested and highly motivated to learn.
- Children are confident and settle extremely well when they arrive, often running in to greet their key person. Staff gather detailed information from parents and provide exceptional support for each child. Children form strong bonds with staff. This helps to effectively promote children's emotional well-being.
- Children's behaviour is exemplary. They enjoy playing and working together. Staff have a firm but fair approach to managing children's behaviour. They use clear language that helps children to understand their high expectations. Children learn to respect and care for the environment and think about the feelings of themselves and others.

## What the setting needs to do to improve further

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

- continue to share practice and extend staff's professional development to maintain the outstanding quality of teaching already achieved.

### 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 a meeting with the pre-school manager and deputy manager.
- The inspector 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 small selection of parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Arrangements for safeguarding are effective. Staff have a thorough knowledge of child protection and the procedures to follow should they have concerns about a child's welfare. Recruitment procedures are robust in ensuring children are cared for by suitable adults. The manager makes excellent use of supervision and appraisal systems. A targeted plan of professional development results in highly effective teaching and learning. The manager recognises the importance of staff sharing their exemplary teaching practice. This helps to ensure that children continue to make the best possible progress. Resourceful deployment of staff means that their particular skills are used effectively to support children's learning. Staff work closely with the on-site school to support all children, including disabled children and those with special educational needs. This close working partnership ensures that children are extremely well prepared when they move on.

### Quality of teaching, learning and assessment is outstanding

Children demonstrate a positive attitude to learning. They are highly motivated and confident in their abilities. Staff provide children with a wide variety of interesting and challenging activities that supports children to be independent and enthusiastic learners. Skilful interactions, clear explanations and excellent questioning techniques are used to help children make excellent progress in their language development. Older children join in activities in the forest area on the on-site school field. They join staff in telling a story when walking through the grass. Younger children develop excellent imaginations. They use wooden blocks and planks to make an aeroplane, pretending to fly. Staff ask children a wide range of questions to encourage them to think critically and solve problems. Parents are overwhelmingly positive as they describe their children's experience at the pre-school. They say, 'Staff have an exceptional interest in children's learning'. Staff share information about children's learning and provide parents with a wide range of activities and ideas to support this at home.

### Personal development, behaviour and welfare are outstanding

Staff are excellent role models and children know what is expected of them. Older children are given responsibilities during the day and take turns in being helper of the day. They are responsible for handing out cups at lunchtime and reminding children to tidy up. Staff provide more focused learning for groups of children to help them to develop their understanding of turn taking and sharing. Children's health needs are met well and they are encouraged to be independent in their self-care. They are given plenty of opportunities to develop their independence and manage risks appropriately, particularly outdoors. Children thoroughly enjoy using many of the facilities in the local community. For example, they go to the tennis courts to learn ball skills, and to the school field to run and enjoy the fresh air.

### Outcomes for children are outstanding

All children, including those in receipt of funding, make excellent progress in their learning and development. Children gain key skills to support their future learning.

## Setting details

<b>Unique reference number</b>	EY268241
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	848519
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Heckington Pre School Playgroup
<b>Date of previous inspection</b>	15 March 2010
<b>Telephone number</b>	01529 469 567

Heckington Pre-School was registered in 2011 and follows the High Scope philosophy. The pre-school employs seven members of childcare staff. Of these, one holds an early years qualification at level 4, four at level 3, and one holds Qualified Teacher Status. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with English as an additional language, disabled children and those with special educational needs.

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