

# Hawkslade Farm Pre-School

Hawkslade Farm Community Centre, Barley Crescent, AYLESBURY, Buckinghamshire, HP21 9YL



<b>Inspection date</b>	8 March 2016
Previous inspection date	17 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- Staff have a very good knowledge of how children learn and develop. They plan effectively for children's learning and interact positively with them as they play. Children make consistently good progress in all areas of learning.
- Staff obtain precise information from parents about what their children already know and can do initially, to fully identify children's starting points in relation to their learning.
- Children behave well and are kind towards one another. The staff's consistent praise and encouragement help children to develop confidence and an understanding of how to be a successful learner.
- The staff use self-evaluation well to reflect on their existing good practice and to plan for the future. They highly value the views of parents, children and other professionals.
- Staff have very good relationships with parents and other professionals to effectively support children who have special educational needs and those who are learning English as an additional language.

### It is not yet outstanding because:

- The monitoring of staff practice is not fully effective in ensuring that the teaching improves even further.
- Although children enjoy music and movement activities, staff do not always build on children's interest to encourage them to express themselves and use their imaginations.

## What the setting needs to do to improve further

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

- monitor the teaching skills of staff more precisely to raise the quality of their teaching even further
- offer more opportunities for children to express themselves imaginatively through music and movement.

### Inspection activities

- The inspector observed activities in the main play hall and garden.
- The inspector had discussions with children, parents and staff.
- The inspector undertook a joint observation with a manager.
- The inspector looked at observation files, tracking systems, the self-evaluation form and a selection of policies and children's records.

### Inspector

Kim Mundy

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The enthusiastic managers ensure that the well-established staff team has a thorough knowledge of local safeguarding procedures to protect children. Managers promote rigorous staff recruitment, risk assessments and routines that help keep children safe and secure. For example, staff are well deployed when working directly with the children. Managers place a strong emphasis on developing the professional skills of staff. Information from training courses is shared to improve outcomes for children. For example, a key strength is the way in which staff support parents by sharing ideas to build on their children's learning at home. Parents are complimentary about their communications with staff and the way in which their children are developing good social and language skills.

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

Children are enthusiastic learners. Parents share their children's current interests with staff, who then plan activities to take account of their interests. The staff support and challenge children during play. A combination of high expectations for children's learning and the provision of stimulating indoor and outdoor environments encourage children to be very involved in the activities. Children develop their creativity and imaginations through role play, stories and art and craft activities. Children develop good mathematical skills and enjoy problem solving, for example, as they build with large bricks or work out that two semi-circles make a circle. Children develop an understanding of the world; they observe life cycles and use technology, such as a light box, toy laptops and torches.

### Personal development, behaviour and welfare are good

The enthusiastic staff team creates a welcoming and positive environment for children's learning. The key-person system is well embedded in practice, and staff support children to settle happily and develop close relationships. Staff promote children's awareness of healthy lifestyles well. Children learn good hygiene practices and enjoy healthy snacks. There is an extensive range of furniture, equipment and toys to support children's care and learning needs. Children make good progress in their physical skills. For example, they climb and balance on apparatus, thread beads on laces and fit puzzles together.

### Outcomes for children are good

Children make good progress in all areas of learning from their starting points. Children develop good communication and literacy skills; they learn to hold a pencil correctly for writing and explore letters and their sounds. Children develop independence; for example, as they open their lunch box, pour drinks and tidy away toys. Managers monitor the assessments made by the staff of children's learning extremely closely to quickly identify where children may require extra support to catch up with their peers. Staff help children to acquire the knowledge and skills they need for future learning and their move on to school.

## Setting details

<b>Unique reference number</b>	EY311978
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1028616
<b>Type of provision</b>	Sessional 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 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Jill Gannon & Sharon Robertson Partnership
<b>Date of previous inspection</b>	17 September 2013
<b>Telephone number</b>	07754 533178

Hawkslade Farm Pre-school registered in 2005. The pre-school is open Monday to Friday, from 9.30am to 2.30pm, term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are nine members of staff; of these, six staff hold relevant childcare qualifications and three staff are working towards a level 3 qualification.

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