

# East Haddon Pre-School

East Haddon Village Hall, Main Street, East Haddon, NORTHAMPTON, NN6 8BU



## Inspection date

28 April 2016

Previous inspection date

4 February 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

- Staff use a variety of good, and sometimes outstanding, teaching methods. They confidently follow children's interests and spontaneously extend their learning so that children's progress is, at the very least, good. Staff encourage older children to think of the sounds that letters make at the beginning of words, while they pretend to be shop keepers.
- Staff confidently provide a wide variety of stimulating activities to help trigger children's curiosity and imagination. Children decide to create alien faces from dough. They consider where to place dried pasta and craft items to form features. They compare what they have made with each other before they proudly show staff.
- The manager is highly motivated and continually strives for high-quality childcare and education. Staff receive regular supervision to review their practice and performance. The manager and staff plan together for training and development, helping to drive high standards.
- A very effective key-person system helps parents and children establish strong, trusting relationships with staff. Children quickly settle in the pre-school and enjoy the interactions they have with their friends and staff.
- The manager and staff encourage parents to extend children's learning at home. Children enjoy selecting books to take home and share with their family. A notice shows parents and carers what activities have been provided each day, with suggestions and ideas to help parents build on these at home.

### It is not yet outstanding because:

- Staff do not make the most of every opportunity to encourage children to solve problems, predict outcomes and think through their answers.

## What the setting needs to do to improve further

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

- allow more time for children to solve problems, predict outcomes and think through answers to questions.

### Inspection activities

- The inspector observed activities in both the inside and outside areas of the pre-school. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the chair of the management committee and the manager.
- The inspector completed a joint observation with the manager.
- The inspector checked the evidence of the suitability of staff working with children. She looked at relevant documentation, including the safeguarding procedures and children's assessment and progress records.
- The inspector took into account the views of parents spoken to on the day and as recorded in questionnaires.

### Inspector

Katrina Rodden

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Committee members follow robust procedures when they employ new members of staff, helping to ensure that staff are suitable to work with children. Staff routinely check all areas that children use. They remove or reduce hazards, helping to keep children safe from harm. Committee members have established an effective system to ensure all policies and procedures are regularly reviewed and kept up to date. The manager effectively evaluates the quality of care and education provided. Parents, children and other professionals feed back their views, helping the manager to adapt and improve the provision. The manager has established effective ways to monitor the progress of children. This helps her ensure that, given their starting points, all children continue to make good progress.

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

Children are motivated to learn on their own and with their friends. Children enjoy using hand-held metal detectors. They listen to the devices, becoming excited when they discover metal objects. Staff hold out their hands for children to investigate their rings and watches. Staff accurately assess children's progress and successfully share this information with parents. When children first attend pre-school, staff gather information from parents about what their children can already do and what they like. Staff regularly encourage parents to contribute observations of what children have achieved at home. This helps staff to identify children's next steps in learning. They use this information to enable them to plan activities that add challenge, helping children successfully move to the next stage in their development. Staff ensure that children who speak English as an additional language are fully supported. They use key words in the language children speak at home and include different language text in wall displays.

### Personal development, behaviour and welfare are good

Staff ensure that children play and learn in a happy and stimulating environment. Both the gardens and playroom are carefully planned, supporting all children's learning preferences. Children behave well in the pre-school. Staff remind them about the simple rules they have set around having kind hands and feet. Children have created a wall display to help them remember some of the rules. Staff encourage children to develop an understanding about healthy choices. Children learn where fruit and vegetables come from. They plant carrot seeds in small containers. They talk about the importance of sunlight and water for their plants. Staff share ideas and information with parents to help promote children's independence. They ensure key routines, such as potty training, are managed in a consistent way, helping children feel confident and secure.

### Outcomes for children are good

When the time comes, all children are ready to move on to school. Staff take older children on regular visits to the local school, enabling them to play in the classroom. This helps them become familiar with the new environment. Children learn to recognise and

write numbers. They quickly learn to identify number patterns while they play games with dice. Children confidently write their names and some begin to sound out simple words.

## Setting details

<b>Unique reference number</b>	220212
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	864227
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of provider</b>	East Haddon Pre-School Committee
<b>Date of previous inspection</b>	4 February 2010
<b>Telephone number</b>	01604 770 588

East Haddon Pre-School opened in 1984. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. It operates Monday to Friday, during term time only. The pre-school is open for a variety of sessions between 9.15am and 3.15pm, or 9.15am until 12.45pm, depending on the day and time of year. The pre-school provides funded early education for two-, three- and four-year-old children.

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