

Harbury Pre School

The Wight School, High Street, Harbury, Leamington Spa, Warwickshire, CV33 9HW



Inspection date

26 May 2016

Previous inspection date

8 January 2010

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

- The quality of teaching is very good. All staff fully understand how children learn and they plan challenging activities to help them develop new skills. Children are beginning to develop the knowledge and abilities needed for their future learning.
- Staff know children well. They build close bonds, are attentive to children's needs and support children's emotional well-being effectively.
- Staff are very good role models and consistently reinforce rules and boundaries. This helps all children to have a clear understanding of their expectations, and children learn how to be respectful towards others.
- There is good communication with early years professionals and other settings that children attend. For example, teachers visit the setting and children attend school assemblies. This helps to prepare them well for the move to school.
- Detailed processes are in place to evaluate the quality of provision. Management and staff work well together. They are clearly aware of their strengths and the areas needed to improve, to enhance the learning and development of all children.

It is not yet outstanding because:

- Staff do not consistently support parents to share what they know their children can already do when they first start.
- The arrangements for professional development are not highly focused on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when children first join the setting
- enhance staff's professional development that increases the potential to deliver the highest quality provision and excellent outcomes for children.

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's deputy manager.
- The inspector held a meeting with the deputy manager and a member of the committee. The inspector sampled a range of documentation, such as, the self-evaluation, policies and procedures and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff, children and a selection of parents during the inspection and took account of their views.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff undertake child protection training. They have a secure understanding of the action they must take if they are concerned about a child's welfare. Robust recruitment procedures and ongoing checks help to ensure that all adults are suitable to work with children. Staff have a thorough set of policies and procedures that supports their good practice and these are shared with parents. The well-qualified and experienced staff team confidently promote children's learning and development. Successful strategies are used to engage parents in their children's learning, both at the pre-school and at home. Partnership with parents is strong. Staff talk to parents on a daily basis about their children's day, and they celebrate children's achievements and memorable events during circle time.

Quality of teaching, learning and assessment is good

Staff provide rich, imaginative and varied resources and activities to promote all areas of learning for children. Staff provide a stimulating environment, both indoors and outside, giving children plenty of choice in their play. Staff plan a good range of activities that promotes children's exploration and enjoyment of the natural world. For example, they help children learn how to plant beans and flowers. Children enjoy using their imagination as they transform the role play area into a garden centre. Staff place a good emphasis on promoting children's communication and language. While sharing books and reading stories, children begin to explore letters and sounds. This helps them to develop their literacy skills even further. Staff accurately assess children's progress and ongoing development, and they complete detailed progress reports. Staff identify any emerging gaps in children's learning and address these through carefully planned activities and support.

Personal development, behaviour and welfare are good

Children form close emotional attachments with staff, and very close friendships with other children. Staff encourage children to do things for themselves successfully. For instance, children learn to serve themselves at snack time, and put their coats on independently before playing outdoors. Children are praised for their achievements. They learn to use their good manners and they share, take turns and listen to each other. They sing the good morning song and everyone is included. Staff promote children's awareness of how they can keep themselves safe. For example, they encourage children to walk when they are inside and to be careful when using outdoor toys.

Outcomes for children are good

All children, including those who receive funded education, make good progress. They are developing the skills they need to support their next stage in learning and their eventual move to school. Children enjoy their time at the pre-school and are confident and motivated to learn. For example, children practise their early writing skills and learn how to spell and write their names clearly. They enjoy mathematical challenges, for example, they count the number of wriggly worms, compare sizes and match the colours.

Setting details

Unique reference number	200616
Local authority	Warwickshire
Inspection number	854267
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	25
Name of registered person	Harbury Playgroup Wight School Committee
Registered person unique reference number	RP911461
Date of previous inspection	8 January 2010
Telephone number	07833 597973

Harbury Pre School was registered in 1972. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12.30pm on Wednesday and Friday; Monday from midday to 3.30pm and Tuesday and Thursday from 9am to 3.30pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3.

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