

Hardwick and Arden Pre-School



Hardwick Community Centre, Ferriston, Banbury, Oxon, OX16 1XE

Inspection date	19 September 2016
Previous inspection date	3 December 2012

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

- Children are motivated and enthusiastic learners who make good progress relative to their capabilities. Staff have a secure knowledge of how children learn. They provide a rich, varied and imaginative programme of activities and play opportunities.
- Partnerships with external agencies are an area of strength and are effective in ensuring all children receive the support they need.
- Staff are quick to recognise and celebrate children's achievements. They consistently teach children how to be kind to each other. Children behave very well. For example, older children play an active role in helping younger children settle into the pre-school.
- Self-evaluation is effective. For example, the managers monitor children's progress effectively and use this information to plan for improvements. For example, they have improved provision to help close any gaps in achievements between different groups, such as children who speak English as an additional language.

It is not yet outstanding because:

- Staff's identification of children's next steps in learning and the way they plan activities is not meticulous enough to ensure that all children have every opportunity to extend their learning to the highest levels.
- Staff do not fully involve parents in helping them contribute to their children's learning and development.

What the setting needs to do to improve further

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

- plan even better for activities and further focus on children's identified next steps, to provide more challenging opportunities to extend their learning
- develop more effective partnerships with parents to involve them in their children's development and learning both at home and at pre-school.

Inspection activities

- The inspector observed children's play and staff interaction with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the managers, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the evaluation process. The inspector looked at children's records, and discussed how staff assess children's progress.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff know the possible signs of abuse and when and where to refer any concerns they may have about a child's welfare. Recruitment and induction procedures are robust. The managers monitor staff suitability and the quality of their practice effectively. They ensure staff keep children safe through the effective implementation of risk assessments. The managers regularly check children's learning to ensure that they make good progress and to monitor effectiveness of the educational programmes. Managers ensure staff access a range of professional development opportunities to continually improve. For example, they have used recent training and staff meetings to build on staff's ability to support children's early literacy skills.

Quality of teaching, learning and assessment is good

Staff encourage children's thinking skills and vocabulary in many ways. For example, children answered 'what?' and 'how?' questions, identifying and checking the objects their magnets would attract. Staff are particularly skilled at teaching physical development skills and mathematics in a variety of ways. For example, older children enthusiastically used the designated mathematics area to count and name shapes and younger children explored patterns as they built with foam bricks. Staff help children use their imagination in many ways as they explore their environment. For example, staff encouraged children to mix paints to gain the desired colour. Children enjoyed taking part in a music and dance activity, and pretending to be vets, using new words they learnt.

Personal development, behaviour and welfare are good

The friendly staff help children establish positive relationships and settle well, such as when they accompany families on visits to the children's centre. Staff foster children's independence and ability to take care of their own needs in many ways. For instance, children help themselves to food and drink at snack time. Children have regular opportunities to be outdoors in the fresh air and they engage in a wide range of physical activities. For example, they dig and hunt for bugs. Staff effectively help children gain confidence to express their preferences, and to respect their differences and similarities.

Outcomes for children are good

All children, including those in receipt of funding, develop the skills needed for starting school. Children make particularly good progress in their physical development. All children, including those who start the pre-school with poorer speaking skills, become confident communicators. They develop early literacy skills well. For example, they enjoy activities where they recognise and use words that rhyme. Children learn to be safe, take measured risks and challenge themselves as, for instance, they balance, climbing on logs and tyres.

Setting details

Unique reference number	EY447236
Local authority	Oxfordshire
Inspection number	1059364
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 3
Total number of places	28
Number of children on roll	34
Name of registered person	Hardwick and Arden Pre-School
Registered person unique reference number	RP517950
Date of previous inspection	3 December 2012
Telephone number	01295 279 216

Hardwick and Arden Pre-School registered in 2012. The pre-school operates from a community centre in a residential area of Banbury, Oxfordshire. The pre-school opens on weekdays during term times from 9am until 3pm. The setting provides funded early education for children aged two, three and four years. There are eight members of staff working with the children, all of whom hold appropriate early years qualifications. The manager and deputy manager hold early years foundation degrees.

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