

# Harrold Preschool

Harrold Lower School Site, The Green, Harrold, Bedford, MK43 7DB



## Inspection date

9 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 learners. They enjoy helping staff with tasks, such as making coloured dough that they can play with. Children take turns to add ingredients into a bowl and eagerly mix and knead the dough.
- Staff continually reflect on the impact of the activities they provide. They consider children's reactions and assess what they have learnt. This helps staff to adapt and enhance their teaching, assisting children to move on to the next stage in their development.
- Staff give children many opportunities to experience democracy and to respect the opinions of others. For example, children regularly vote for an activity or particular equipment to be set up for all the children to share. They accept that their choice may not be the most popular and that a different toy or game has been selected.
- Managers and staff work in close partnership with other settings that children attend or will move on to. They share information about children's progress to help provide continuity of learning.

### It is not yet outstanding because:

- Staff are not always successful in gathering specific information from parents about what their children can already do when they begin to attend pre-school to assist in swift identification of starting points.
- The methods used to help monitor children's progress are in their infancy. Staff are not fully using the information they gather to review the progress made by different groups of children.

## What the setting needs to do to improve further

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

- seek more detailed initial information from parents regarding children's prior learning so that starting points are more swiftly identified
- continue to develop methods to more effectively use the information gathered through assessment that accurately identifies the progress groups of children are making.

### Inspection activities

- The inspector observed activities inside the pre-school and outside. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held meetings with the deputy manager and a member of the management committee.
- The inspector checked the evidence of the suitability of the staff working with children and committee members. She looked at a range of documentation, including the safeguarding policy, risk assessments and attendance registers.
- The inspector looked at children's progress assessments and discussed planning methods used with staff.
- The inspector spoke to a small number of parents and carers and took account of their views.

### Inspector

Katrina Rodden

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff carry small cards to help them identify potential signs of abuse and to remind them about the procedures that managers have put in place to protect children. The senior team follows robust procedures to ensure that staff are suitable to work with children. Managers work closely with staff to identify professional development opportunities. Staff have regular supervision sessions with them to help maintain the quality of their practice. Staff are fully involved to continually improve the environment, care and education provided. Managers have allocated a piece of the outside area to each member of staff for them to organise, enhance and provide even more opportunities for children to learn. Parents are encouraged to contribute their ideas and comments to help managers improve the care and education provided.

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

Staff support children to work out how they can safely remove rainwater that has collected on a high canopy. Children predict what will happen to the water and enjoy splashing in the small puddle it makes. Children who speak English as an additional language are well supported in their learning. Staff take time to learn key words in the languages used at home and use visual clues that all children understand. Each key person regularly shares information with parents about their child's progress. Parents are also encouraged to share information from home. They write down important events and special achievements, which are shared with all the children when they sit in a listening circle together.

### Personal development, behaviour and welfare are good

Children play and learn in a bright environment. They freely move around, choosing to learn both inside and outdoors in the well-resourced pre-school. Staff encourage children to be considerate and helpful. Children proudly help staff to prepare and serve a nutritious snack for others to enjoy. Staff supervise them while they use small knives to cut and chop fruit, helping children to manage risk. Staff teach children how to begin to care for themselves. Very young children enthusiastically show visitors how they can put their coats on by themselves. Children enjoy physical activity and can explain why exercise is good for their bodies. Children feel secure in the pre-school. They quickly form strong bonds with their key person and other staff.

### Outcomes for children are good

Children make good progress in their learning and development. They confidently ask staff questions to help them learn and make decisions. They quickly develop skills that will help them when they move on to school. Children confidently recognise numerals and know how to solve simple mathematical problems. They recognise letters and begin to understand that written words can hold information. This helps to support their early reading skills.

## Setting details

<b>Unique reference number</b>	EY482171
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	996450
<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>	19
<b>Name of registered person</b>	Harrold Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP904686
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07929 618244

Harrold Preschool was registered in 1965. It operates Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school provides funded early education for three- and four-year-old children and supports those who speak English as an additional language.

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