

Henley Pre-School

Henley Community Centre. Church Meadows, Henley, IPSWICH, Suffolk, IP6 0RP



Inspection date	25 November 2016
Previous inspection date	12 November 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

- The well-qualified staff demonstrate a good understanding of how children learn and develop. They provide a stimulating environment both indoors and outside, giving children plenty of choice in their play. Children confidently explore their environment. They make good progress in their learning.
- Staff form positive partnership with parents and carers. They effectively engage with parents to support children's learning in the pre-school and at home. Staff plan stay-and-play sessions, and encourage parents to view their children's records regularly. This helps parents to contribute their views and enables them to become involved in their child's learning.
- Staff give the safety and well-being of children high priority. They carry out risk assessments of the environment and outings. They are vigilant and complete daily checks on the premises to ensure that all areas used by the children are safe and suitable. Staff carry out their responsibilities to safeguard children diligently.
- Children follow good hygiene routines. They have daily opportunities for fresh air, and to be active, either in the outdoor area or the large hall. This helps to promote their good health and supports their physical well-being.

It is not yet outstanding because:

- The manager does not yet use assessment information to check on the progress of different groups of children, in order to target teaching and monitor the impact of this.
- Occasionally, staff overlook opportunities to extend children's thinking skills to higher levels.

What the setting needs to do to improve further

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

- use information from assessment more effectively to monitor the learning and progress being made by different groups of children, helping to target the teaching more precisely
- provide children with more opportunities to link their thoughts and develop their own ideas.

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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the manager and spoke to the provider. She looked at relevant documentation, including records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of safeguarding procedures. They can identify the possible indicators of abuse and are fully aware of what to do should they have any concerns about children's welfare. The members of the management committee are fully involved with the effective running of the pre-school. Rigorous recruitment and induction procedures ensure that all staff are suitable for their role. The newly appointed manager monitors and evaluates the pre-school, identifying strengths and areas for development. This includes gathering the views of parents through questionnaires. The manager provides strong leadership for the staff team. She has introduced new systems for monitoring staff performance. All staff have regular supervision meetings to reflect on their practice, in order to help maintain good standards.

Quality of teaching, learning and assessment is good

Staff get to know the children well through regular observations and accurate assessment of what they can do. They effectively use this information to plan activities to help children achieve their next steps in learning. This contributes to the good progress children make. Children are keen and interested learners. They have many opportunities to develop their imagination. For example, in the outdoor area they experiment with soil and water and pretend to make cement. Staff get down to the children's level and join in with their play. They generally use questioning well. Staff skilfully support children's early literacy and mathematical development. Opportunities for children to practise their early writing skills and to consider shapes and numbers are readily available.

Personal development, behaviour and welfare are good

Staff work closely with parents to help children to settle. They gather information from parents and build good relationships with the children so that they feel confident and secure. Staff encourage children to be independent and responsible. On arrival, children hang up their belongings and find their name to self-register. They pour their own drinks and cut up their fruit at snack time. Children are familiar with the daily routines, which helps to support their emotional well-being. Staff routinely offer praise as they recognise children's achievements. This enables children to develop their sense of self-esteem and confidence. Staff work closely with parents and other professionals to provide good levels of targeted support for children who have special educational needs and disabilities. Staff are responsive to all children and accommodate their individual needs well.

Outcomes for children are good

Children develop many skills needed in preparation for the next stage in their learning, such as starting school. They learn to listen and respond to instructions. They develop their personal care skills, such as putting on their own coats and boots before playing outside. Children learn to share and take turns. They form friendships and enjoy their play together. Children enjoy looking at books independently and with staff. They eagerly join in with familiar phrases and actions during group singing and story activities. All children make good progress in their learning, given their starting points and capabilities.

Setting details

Unique reference number	251517
Local authority	Suffolk
Inspection number	1059469
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	19
Name of registered person	Henley Preschool Centre Committee
Registered person unique reference number	RP909679
Date of previous inspection	12 November 2012
Telephone number	07979 468 467

Henley Pre-School was registered in 1986. The pre-school employs five members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 3 or above. The pre-school opens on Monday to Friday, during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and disabilities.

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