

# Hawkesbury Preschool & Toddlers

The Village Hall, High Street, Hawkesbury Upton, South Glos, GL9 1AU



## Inspection date

26 January 2017

## Previous inspection date

11 June 2014

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

- Partnerships with parents are good. Staff communicate well with parents and share information effectively. For example, staff use parents evenings, newsletters and an online system to keep them well informed of their children's development.
- Overall, staff plan and provide a good range of resources, activities and experiences. All children, including those who receive additional funding, make good progress from their starting points.
- Children are happy and settled as they explore with their friends. They form strong attachments with their key persons, which supports their emotional development well.
- The manager supports her team well to develop their knowledge and skills to improve outcomes for children. For example, staff have attended training which has helped them to better support children's mathematical learning.
- The manager and staff have a good understanding of how to keep children safe. They know the signs and symptoms that indicate that a child may be at risk of harm. They know what to do if they are worried about a child in their care.

### It is not yet outstanding because:

- Staff do not consistently organise large group times as well as possible. At times, some children become restless and lose interest.
- Staff miss opportunities to expand on children's developing interest in information and communication technology, to support further their all-round development.

## **What the setting needs to do to improve further**

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

- review how group activities are planned and organised so that all children are fully engaged and challenged
- develop resources and activities on offer to children to extend their information and communication technology skills.

### **Inspection activities**

- The inspector sampled a range of documentation, including children's records, and policies and procedures.
- The inspector toured the premises and looked at available resources.
- The inspector spoke to the manager, staff, parents and children at appropriate times during the inspection.
- The inspector observed staff's interactions with the children inside and outside.

### **Inspector**

Tracey Cook

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a good understanding of how children develop. She uses effective systems to support and monitor staff. For example, staff receive regular supervision meetings as well as ongoing training to raise teaching skills further. The manager and staff continuously evaluate practice, and include parents' views, to make changes that benefit children's experiences. Safeguarding is effective. Staff implement policies and procedures to support children's well-being, for example, securing entry to the pre-school and checking visitors' identification. Staff are deployed well to supervise children, which helps to keep them safe.

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

The manager monitors children's development effectively, for instance, using the new online system to identify any learning gaps. Staff work with other professionals as required to help children catch up. Staff have high expectations of children and use their observations and assessments to inform planning, to help children achieve their next steps in learning. Staff are enthusiastic and interact well with children. For example, they supported them effectively to develop their imagination during a dough activity. Children enjoyed manipulating the dough to create sausages and then 'cooked' them on the barbeque. Staff develop children's understanding of individual similarities and differences in the wider world well. For example, children enjoy regular trips in the community, such as to sing songs at the local care home.

### Personal development, behaviour and welfare are good

Staff provide a well-resourced environment indoors and outdoors. They have a good understanding of children's individual needs and interests. For example, staff select specific toys to help children settle quickly on arrival. Children are happy, confident and self-motivated in the calm, welcoming atmosphere. Staff reinforce behaviour well and children learn to share and take turns. Staff encourage children to do simple tasks for themselves to develop their independence skills, such as pouring their own drinks. Children enjoy being physically active. They benefit from access to a newly developed outside area and eagerly ran through the fields to find hidden toy koalas, when celebrating Australia Day.

### Outcomes for children are good

Children make friends and develop good social skills, which prepare them well for their next stage of learning. Children enjoy visits to the local school, such as school plays and joining the Reception class for play dates, supporting their move on to school. Children develop their mathematical skills. For example, they count how many fingers they need to sing the 'days of the week' song, and estimate how many hours they sleep at night.

## Setting details

<b>Unique reference number</b>	136003
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1068499
<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 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Hawkesbury Playgroup and Toddlers Committee
<b>Registered person unique reference number</b>	RP902030
<b>Date of previous inspection</b>	11 June 2014
<b>Telephone number</b>	01454 238504

Hawkesbury Preschool and Toddlers opened in 1970 and registered in 1996. It is managed by a voluntary committee. The pre-school is open each weekday during term time from 8.45am to 12.30pm. The committee employs five staff; three of whom hold appropriate childcare qualifications, one at level 5 and two at level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

