

Harlington Village Pre-School



The Conifers, Harlington Lower School, Westoning Road, Harlington, Bedfordshire, LU5 6PD

Inspection date 31 March 2017
Previous inspection date 8 May 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

- Children build close bonds with their key person. They are provided with gradual settling-in sessions that contribute towards the support for their individual needs. This helps children in building their confidence and self-esteem.
- Management at the pre-school is passionate about its work with children. Staff evaluate their practice as a team. They actively seek the views of parents and children. Their ideas are valued and taken into account by staff when implementing improvements. Parents say they feel like part of the family and staff are kind and caring.
- Staff support children's speech and language development effectively. They talk to children about what they are doing. Children enjoy playing in the role-play post office. Staff introduce new words into their play, such as stamp, weighing scales and envelope. They reinforce and support children's pronunciation of words by repeating them back.
- Partnerships with settings that children move on to are firmly established. Staff have developed strong transition processes for children. They share records of children's progress and achievement. New teachers visit the pre-school and spend time with the children. This helps support children to start to build relationships with them.

It is not yet outstanding because:

- Staff do not seek enough information from parents about what children already know and can do when they first start.
- Parents are not always given enough support and ideas to help them guide their children's learning as successfully as possible at home.

What the setting needs to do to improve further

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

- seek more information from parents about what children already know and can do when they first start, in order to involve parents more fully in the assessments of the starting points for children's learning
- explore further ways to support parents in guiding their children's learning at home.

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 during the inspection.
- The inspector completed and discussed a joint observation with the pre-school manager.
- The inspector had a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of the signs and symptoms of abuse. They know the procedures to follow and who to contact with any such concerns. Staff frequently review assessments of children's learning to identify gaps in learning and provide tailored support to enable children to continue to make progress. The manager closely monitors staff's quality of teaching and practice through observation, supervision meetings and appraisals. All staff feel valued and eagerly attend training and further development to build on their skills and gain new qualifications. They work in good partnership with other settings that children. They share records of achievement to help support continuity of care and learning.

Quality of teaching, learning and assessment is good

Children enjoy practising their early writing skills. They are encouraged to write pretend letters and draw pictures to their family. Staff support them in writing their names on envelopes. Children develop their mathematical skills through games and activities. For example, with staff support they count play money as they pretend to buy stamps at the role-play post office. Children count the number of pieces of train track they have used to create their track. Staff work in partnership with other agencies to support the individual needs of all children. During story sessions, children are encouraged to be actively involved and eagerly participate with their thoughts about what may happen in the story.

Personal development, behaviour and welfare are good

Staff provide good opportunities for children to access fresh air and exercise. They enjoy nature walks and bug hunts in the local fields. Children take turns on push-along bicycles and trikes. They learn about the world around them as they plant flowers and water them to help them grow. Children's independence skills are promoted well by staff. They skilfully pour their own drinks and serve their own healthy snacks. Staff talk to children about food that is good for them. Children like the responsibility of completing tasks, such as tidying up what they have been playing with at the end of the session. Staff help children to learn about risks in the environment. They talk to them about how to cross the road safely and remind them to pick toys up when they fall on the floor.

Outcomes for children are good

Children are eager learners. They happily participate in the wide range of interesting and challenging activities. All children make good progress and learn the skills needed ready for their move on to school. They enjoy exploring the differences in the consistency of sand as they add water. Children work together to create pretend food and talk about what food they like to eat.

Setting details

Unique reference number	EY280224
Local authority	Central Bedfordshire
Inspection number	1087927
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	32
Number of children on roll	119
Name of registered person	Harlington Village Pre-School Committee
Registered person unique reference number	RP523670
Date of previous inspection	8 May 2014
Telephone number	07963 534038

Harlington Village Pre-School was registered in 2004. The pre-school employs six members of childcare staff, all hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.50am until 11.50am, with a lunch club for children until 12.30pm. The afternoon sessions are from 12.30pm until 3.30pm. Wrap-around care is provided from 7.45am until 8.45am and from 3.30pm until 6pm. The pre-school provides funded early education for children aged two, three and four years.

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