

Hartest Pre-School

Hartest Primary School, The Row, Hartest, BURY ST. EDMUNDS, Suffolk, IP29 4DL



Inspection date	20 April 2017
Previous inspection date	26 February 2015

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff build strong relationships with parents. They welcome parents' involvement in the pre-school. Parents speak highly of the pre-school and their children's progress.
- The manager demonstrates a strong commitment to providing high-quality care and education. She regularly evaluates the pre-school with precision, which helps her to identify areas for improvement.
- All staff are highly skilled and sensitive in helping children form secure emotional attachments and provide an exceptionally strong base for children's developing independence and exploration.
- Staff are extremely good role models. They create a positive environment of mutual trust and respect. Children behave very well. They are kind towards each other and are well mannered.
- Staff skilfully interact with children to extend and challenge their play and learning. Children make good progress in their learning.

It is not yet outstanding because:

- Staff do not always fully consider the learning needs of the youngest children during large-group activities, in order to support their learning in the best possible way.
- Staff sometimes overlook opportunities to extend children's creative 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:

- review activity planning to consider more effectively how to enhance learning opportunities for the youngest children
- enhance opportunities for children to more fully develop their creativity and use their imaginations.

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 a joint observation with the pre-school manager.
- The inspector held 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

Jemma Hudson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff understand child protection procedures and know the process to follow should they have a concern about a child's welfare. Recruitment and induction procedures are effective and ensure that staff are suitable to work with children. Significant improvements have been made to staff's professional development. The manager regularly supports staff to improve their practice and outcomes for children. The staff work closely as a team and have identified areas they would like to improve in the future. The manager has implemented suitable systems to track the learning of groups of children and uses these to identify any patterns and to help her target any gaps in learning. Partnerships with parents, schools and external agencies are well established. Children benefit from continuity of care and their individual needs are well met.

Quality of teaching, learning and assessment is good

Staff use regular observations to assess children's learning and development. They accurately identify next steps in learning and plan a range of varied and interesting activities to support all children's learning. Staff support children's communication skills well. They ask children questions and give them the time they need to consider their answers and respond fully. They teach children new words to increase their vocabulary. These are some of the many ways that staff support children's language development. Children demonstrate that they have good attitudes to learning. They love books and are very keen to share their ideas about their favourite characters and recall the stories.

Personal development, behaviour and welfare are outstanding

Children are exceptionally happy. They thrive in the extremely welcoming environment and quickly settle at activities. Their personal, social and emotional needs are exceedingly well met. Staff are highly skilled and ensure all children are helped to learn to the best of their ability. Children follow good hygiene routines and their independence is extremely well promoted from an early age. For example, they lay the table and chop up their fruit ready for snack time. Behaviour is excellent. All staff are positive role models. Their calm approach ensures that children feel highly valued. Staff have an expert knowledge of the children in their care and go to considerable lengths to ensure their individual needs are well met. New children and parents are exceptionally well supported by staff to ensure a successful settling-in period that is tailored to meet their needs.

Outcomes for children are good

All children gain the skills they need for the next stages in their learning and the move to school. They are confident learners who are eager to engage with the range of resources available and keen to interact with others. For instance, they enjoy pouring water into tubes and talking about where the water will go. Children are keen to interact with others. They show high levels of confidence and self-esteem.

Setting details

Unique reference number	EY362565
Local authority	Suffolk
Inspection number	1093210
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 - 5
Total number of places	24
Number of children on roll	32
Name of registered person	Hartest Pre-School Group Committee
Registered person unique reference number	RP523440
Date of previous inspection	26 February 2015
Telephone number	01284 830860

Hartest Pre-School registered in 2007. It is managed by a voluntary committee. The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, one at level 5 and two at level 4. The pre-school opens from 8.30am until 3.30pm, Monday to Friday, during school term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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