

Hart Common Pre-School

Westhoughton Rangers Football Club, Wigan Road, Westhoughton, Bolton, BL5 2BX



Inspection date

27 April 2017

Previous inspection date

10 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 | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Parents praise the staff for the care practices that contribute to children rapidly becoming emotionally secure and confident. Staff know the individual needs of children well and encourage them to begin to manage their well-being independently.
- Teaching is at least good and some teaching is excellent. Staff provide challenging activities that are accurately matched to children's individual needs and promote their good progress.
- Staff provide parents with frequent detailed information about their children's good progress and work with them to address any weaker areas. Parents are regularly offered ways to help them to contribute directly to their children's learning.
- Managers continually search for ways to build on the existing high-quality provision for children's care and learning. They seek the views of parents, children and staff regularly as part of gathering information to help them to evaluate the provision.

It is not yet outstanding because:

- Managers and staff do not always identify the best possible practice when organising children for adult-led activities, to help them all make exceptional progress in developing listening and concentration skills.
- Managers have not yet made best use of the detailed information they gather about the progress of different groups of children to further develop the quality of teaching to consistently excellent levels.

What the setting needs to do to improve further

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

- explore ways to improve the organisation of adult-led activities and provide the best possible teaching to extend children's listening and concentration skills
- build further on the use of detailed information about the progress of groups of children to help drive greater continuous improvement in the quality of teaching, evaluating the impact of changes to practice.

Inspection activities

- The inspector observed the quality of practice during activities indoors and outside, and assessed the impact of this on children's learning and welfare.
- The inspector spoke with staff and children during the inspection.
- The inspector completed an evaluation of teaching with the provider.
- The inspector held a meeting with the provider and the deputy manager. She looked at relevant documentation, including evidence of checks on the suitability of staff working in the pre-school and other persons associated with the host premises.
- The inspector spoke with several parents to gain their views of the pre-school and took written evidence of parents' views into account.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers regularly check the knowledge of all staff and implement ways to refresh this when needed. Safeguarding policies and procedures to protect children, including images of them, are robust and regularly reviewed for effectiveness. Staff and managers frequently discuss the ways in which professional development can improve their personal effectiveness. This helps to identify training that builds on the skills and knowledge gained through their qualifications. Coaching and mentoring for staff leads to good-quality teaching and care for children. Children are well prepared with the skills and attitudes they need for school.

Quality of teaching, learning and assessment is good

Staff effectively promote children's thinking and recall skills about what they have learned previously. Children aged three to four years show very good skills when identifying and writing letters, as well as when using digits to show numbers correctly. Staff provide a wide range of materials for children to explore and make good use of these opportunities to help children test their ideas. Children use magnets to find out which materials these are attracted to and explore how to use paint, malleable dough and dry pasta. Staff use play well to promote children's speaking skills. Children enjoy a range of interesting experiences to help them gain a positive awareness of diversity. They learn about the similarities they share with others, as well as the need to respect any differences.

Personal development, behaviour and welfare are good

Resources are highly accessible and children decide what they need and then find items independently. Staff encourage children to think about the routines they need to follow to help promote their good hygiene. Children think about what they need to do before they take fruit for a snack. Staff and children discuss why some foods are good for them, developing children's knowledge of a balanced diet. Children's development of good self-esteem is given a high priority. Managers and staff implement a multitude of ways to motivate children, recognise their efforts and successes, and share these with their parents. Staff explain carefully to children why some rules are needed to help promote everyone's safety.

Outcomes for children are good

Children quickly make good progress after joining the pre-school, including those who receive funded early education. They quickly develop good communication skills and a highly secure foundation in numeracy and literacy. Children learn very good manners and behave kindly towards others. They rapidly gain self-care skills and a knowledge of what contributes to maintaining their good health.

Setting details

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|--|------------------------------------|
| Unique reference number | EY376587 |
| Local authority | Bolton |
| Inspection number | 1093492 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 40 |
| Name of registered person | Hart Common Pre-School Partnership |
| Registered person unique reference number | RP528163 |
| Date of previous inspection | 10 February 2015 |
| Telephone number | 07803 600 974 |

Hart Common Pre-School registered in 2008. The pre-school employs five members of childcare staff, three of whom have relevant qualifications at level 3 and two are qualified at level 4. The pre-school operates from 9am to 3pm on weekdays during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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