

# Harthill Pre-School

Harthill Junior and Infant School, Pre-School Unit, Union Street, Harthill, Sheffield,  
South Yorkshire, S26 7YH



## Inspection date

19 July 2017

Previous inspection date

13 February 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 manager has worked hard to drive improvements in the setting. For example, she has a new system in place to ensure Ofsted are informed of any changes to committee members. This helps to ensure the suitability of people involved in the running of the setting and helps to keep children safe.
- The manager monitors staff practice rigorously. She sets staff actions for improvement and supports their professional development well. The quality of teaching is good.
- The manager identifies where individual children may need extra support. She successfully puts strategies in place to promote their development. Children make good progress, overall.
- The manager has good links with the school teachers on site. For example, staff share stories about starting school and support children on their visits to their new classroom. These positive relationships foster children's confidence and self-esteem effectively.
- Staff consistently praise positive behaviour and gently remind children of the rules of the setting. Children behave well and learn how to cooperate and share with others.

### It is not yet outstanding because:

- The manager does not monitor the progress made by different groups of children as effectively as possible.
- The manager does not fully evaluate actions taken to improve the setting to review what impact they have had on children's learning and development.

## What the setting needs to do to improve further

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

- refine how the progress made by different groups of children is monitored so that any differences in attainment are identified and addressed swiftly.
- evaluate improvements made in the setting and monitor the impact of any changes on children's learning and development to help drive continual improvement.

### 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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation such as children's assessments, planning and policies and procedures. She discussed self-evaluation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has regular supervision meetings with staff to discuss their overall performance. She targets their professional development to help improve their teaching skills further. For example, staff attend training to learn about children's communication development. This helps to promote boys' speech more effectively during play, such as using describing words to talk about ice. Safeguarding is effective. Staff show good knowledge of child protection issues. They understand what action to take if concerned about the welfare of a child in their care. They complete checks of the indoor and outdoor areas to identify, remove and minimise any possible risks to children.

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

Staff find out what children can do and already know when they first start at the setting. They observe regularly and use this information to plan activities that support what children need to learn next. For example, staff skilfully challenge children to search for balls in the water according to their colour, size or pattern. This helps to promote children's mathematical and thinking skills successfully. Children show good listening, attention and language skills. For example, staff model how to tap a rhythm with sticks while singing songs and children watch carefully and copy the beat. Staff use signs and actions to further promote children's understanding. Parents are kept well informed about their child's development, including through daily discussions and progress summaries.

### Personal development, behaviour and welfare are good

Children enjoy testing their physical abilities. They carefully balance across the wooden beam and jump off the large tyres. They enjoy building with wooden bricks and experiment rolling balls through tubes and catching them at the other end. Staff foster children's independence well. For example, children put their own aprons on when playing in the water and pour their own drinks at snack time. Staff sensitively support children where needed, for example, they help children to load yoghurt onto their spoon so they can attempt to eat independently. Parents are provided with guidelines for preparing a healthy lunch and children eat healthy snacks at the setting. This contributes towards children's overall good health and well-being. Staff are caring and kind towards the children. These close relationships help children to feel emotionally secure.

### Outcomes for children are good

Children make good progress. This includes those who have special educational needs and/or disabilities and those who receive additional funding. Children are imaginative and creative. They build friendships and develop good social skills. Children develop early writing skills, for example, making marks with chalk outdoors. They learn to count and recognise colours. This helps children to develop key skills in readiness for school and their future.

## Setting details

<b>Unique reference number</b>	303235
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	1086715
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Harthill Pre-School Committee
<b>Registered person unique reference number</b>	RP525257
<b>Date of previous inspection</b>	13 February 2017
<b>Telephone number</b>	01909 774 708

Harthill Pre-School registered in 1998. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and the manager holds early years professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until midday for pre-school children, with the option of staying for lunch club until 1pm. The afternoon session is 12.10pm until 3.10pm for children aged two years old. The pre-school provides funded early education for two-, three- and four-year-old children.

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