

# Hand In Hand Pre School

Briardale Community Centre, Briardale Road, BLYTH, Northumberland, NE24 5AN



## Inspection date

3 October 2017

Previous inspection date

9 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

- The quality of teaching is good. The well-qualified staff plan activities, overall, that are stimulating, interesting and support children to make good progress.
- Highly effective settling-in arrangements help children to develop confidence in staying on their own in pre-school. This is tailored to suit individual children's needs and circumstances.
- Children behave well in pre-school. Staff effectively manage any minor conflicts and help children to understand age-appropriate rules and expectations. Children demonstrate friendly behaviour towards their peers and the staff team.
- Children's assessments are reviewed well by the manager and used to set targets and drive improvements forward. Intervention is secured from external agencies, if appropriate, in order to meet children's individual needs.
- Staff help children to manage their own personal needs and develop self-care skills, such as putting their own coats on for outdoor play.

### It is not yet outstanding because:

- Staff do not take enough account of promoting children's independent activity when planning the learning environment and the structure of the session.
- Staff are not always offered constructive feedback following observations of their practice about ways in which they can improve their teaching to an outstanding level.

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

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

- provide more opportunities for children to engage in independent learning and become more deeply involved in activities
- strengthen the monitoring of staff practice to help raise the quality of teaching to an even higher level.

### **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**

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a comprehensive understanding of how to keep children safe and protected from harm among the staff team. Staff know how to respond if an allegation is made against them or if they have concerns about any inappropriate actions by other staff members. Children are kept safe throughout the day. This includes times when they access external garden areas of the centre. Staff are vigilant, maintain ratios and supervise children well. Overall, the manager maintains a good overview of the educational activities provided for children and evaluates the setting. This ensures most experiences offered to children reflect their interests and stage of development. Staff are supported, generally, well in the pre-school. Most aspects of supervision are implemented well and ongoing training opportunities are available.

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

Staff provide good opportunities for children to learn about the world around them. For example, they make visits to the external garden area of the centre where they enjoy feeding the chickens. This helps to promote children's care and concern for living things. Children begin to develop an understanding of how to operate simple equipment. Staff provide resources, such as remote control cars that children show great interest in. They cooperate well with each other, take turns and press buttons on the controller to make the cars move. Partnerships with parents are good. They speak highly of the pre-school and enjoy being involved in their children's learning. For example, they enjoy looking at children's learning journals, adding their own observations to show what children have been learning at home.

### Personal development, behaviour and welfare are good

Effective key-person arrangements are in place. This helps children to develop good relationships with staff and they show confidence and motivation when exploring toys and equipment. Staff place high priority on promoting children's physical health. They provide ongoing opportunities throughout the day for children to play outdoors. Routines such as regular handwashing are encouraged after playing outdoors and before eating meals. Children are supported well emotionally when they leave pre-school and move on to school. Effective arrangements ensure information about children is shared with school staff and parents. This provides continuity in children's learning and welfare.

### Outcomes for children are good

Children make good progress in their learning. They are confident, motivated and develop a good range of skills and knowledge in readiness for school. Children engage well with activities that support their early literacy and physical skills. They join in with songs and rhymes and move their bodies when music is played. Children begin to develop an understanding of number and early counting as they play. They recognise some numbers up to five and join in when staff count objects with them.

## Setting details

<b>Unique reference number</b>	EY472727
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1102945
<b>Type of provision</b>	Sessional 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 - 3
<b>Total number of places</b>	22
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Hand In Hand Pre School Partnership
<b>Registered person unique reference number</b>	RP533307
<b>Date of previous inspection</b>	9 June 2014
<b>Telephone number</b>	07826586065

Hand In Hand Pre School registered in 2013. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or higher, including the manager who holds qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 7.45am until 4.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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