

Hatch Warren Under Fives Preschool



Hatchwarren Community Centre, Long Cross Lane, Hatch Warren, BASINGSTOKE,
Hampshire, RG22 4XF

Inspection date	19 October 2017
Previous inspection date	12 January 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

- Children demonstrate high levels of confidence, emotional security and self-esteem. Staff use excellent settling-in arrangements, such as home visits and group sessions, to help children get to know staff and the environment. Children develop secure relationships with staff, especially their keyperson, and build very strong friendships.
- Staff know the children well and plan a stimulating range of activities, which support their interests, learning styles and next steps in learning successfully. Children, including those who have special educational needs, make good progress from their starting points.
- The leadership team is highly motivated and provides good support for staff's professional development. For example, leaders encourage staff to take responsibility for specific areas of planning and the environment to improve outcomes for children.
- The dedicated leadership team is committed to improvement. The leaders, committee and staff reflect well on their practice and accurately identify areas for improvement. They actively seek the views of children. For example, children review and evaluate the activities on offer and staff take positive steps to improve children's experiences.

It is not yet outstanding because:

- At times, staff do not organise larger group activities effectively to engage all children in their learning.
- Sometimes, staff do not support children who learn English as an additional language to understand routines and instructions.

What the setting needs to do to improve further

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

- improve the organisation of group activities to ensure all children have the same engagement and learning opportunities
- help children who learn English as an additional language to understand routines and instructions, to support their communication and language skills further.

Inspection activities

- The inspector observed staff's interactions with children as they played inside and outside, and discussed children's learning.
- The inspector spoke with the registered individual, the leadership team, staff, parents and children at convenient times during the inspection.
- The inspector carried out two joint observations with the area manager.
- The inspector sampled documentation, including staff's suitability checks, and policies and procedures.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. There are rigorous recruitment and induction arrangements to confirm the suitability of staff. Leaders, managers and staff have a good knowledge of their role and responsibility to report any concerns about a child or a colleague to appropriate agencies. Staff develop strong relationships with parents, who positively comment on the 'excellent support and encouragement' their children receive from staff who 'genuinely care'. Staff gather a wealth of information when children start with the group, to help them in their initial planning of activities, and they continue to engage with parents well. For example, they have improved the sharing of information about children's learning in the setting and provided ideas for home learning since the last inspection. Managers analyse data efficiently and use training, coaching and research effectively, for example, to improve how staff support boys' learning.

Quality of teaching, learning and assessment is good

Staff observe, plan and assess children effectively. Focused small-group times particularly support communication and language skills well for children who have special educational needs. For example, children enthusiastically explore the sound of a range of hidden objects and when they find them, learn how they work. Staff expertly question children, model listening and encourage speech. Children's excellent self-esteem and sense of well-being contribute to their positive attitude towards learning.

Personal development, behaviour and welfare are outstanding

Staff organise a highly stimulating and welcoming learning environment, which entices children to make decisions about their play from an excellent range of high-quality resources. Respectful staff work extremely closely with parents to ensure they meet children's care needs consistently. For example, they complete comprehensive healthcare plans and risk assessments for individual children, which they expertly review with parents. Staff are excellent role models for children and encourage high levels of hygiene. For example, children confidently find tissues to blow their noses. They dispose of them hygienically in bins and know to wash their hands afterwards. Children are extremely confident emotionally. Staff's very high engagement of children in making decisions, means children know their contributions are greatly valued and acted on.

Outcomes for children are good

Children develop good skills to support them in their future learning and their eventual move to school. They are confident and well motivated. For example, children are keen to engage in new activities, such as making a water cycle. They listen well to instructions and communicate their ideas well, for example, how the sea 'drinks up the water'. Children persevere in tasks. For instance, younger children use trial and error well, such as to break an acorn. Children develop excellent independence skills. For example, they wash their plates after snack and find their named bucket extremely confidently to store their creations.

Setting details

Unique reference number	EY408886
Local authority	Hampshire
Inspection number	1085916
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	45
Number of children on roll	58
Name of registered person	Hatch Warren Under Fives Pre-School Limited
Registered person unique reference number	RP903495
Date of previous inspection	12 January 2015
Telephone number	01256322788

Hatch Warren Under Fives Preschool registered in 2010 and is committee run. The pre-school operates from the community centre in Hatch Warren, Hampshire. It opens Monday to Friday from 8.30am to 3pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The committee employs nine staff. Of these, one holds early years professional status, one holds an early years qualification at level 5 and six hold early years qualifications at level 3.

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