

Old Hutton Pre-School

Old Hutton Village Hall, Old Hutton C of E School, Kendal, Cumbria, LA8 0NQ



Inspection date

31 October 2017

Previous inspection date

3 July 2017

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Since the last inspection the management team has significantly improved the process for ensuring all committee members are suitable for their role and known to Ofsted. It has a greater awareness regarding members' responsibilities for making sure the correct documents are completed. Consequently, children are much better safeguarded.
- Staff are experienced and well qualified. Overall, teaching is effective and all children make good progress from their individual starting points. Indoor and outdoor play areas are well organised, stimulating and interesting. Staff create a homely environment and offer a wide variety of exciting learning opportunities which children thoroughly enjoy.
- Engagement with parents is a key strength. Parents are absolutely delighted with the pre-school. They speak very highly of how well children are supported. They value the information shared on a daily basis about children's wonderful experiences, personal achievements, and progress.
- The key-person system is very effective and children's one-to-one support is excellent. Staff know the children very well. This helps them to support children's individual learning needs and provide additional support, as and when required.

It is not yet outstanding because:

- Occasionally, staff do not make the most of opportunities available to extend children's mathematical knowledge and understanding and early writing skills even further.
- There are times when staff do not always use opportunities during activities to challenge children's thinking to an even higher level.

What the setting needs to do to improve further

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

- support staff to enable them to fully utilise opportunities to further extend children's early writing skills, and knowledge and understanding of mathematics
- provide staff with more personalised professional development opportunities to help develop the quality of teaching to an even higher standard.

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 all those associated with and working in the pre-school.
- The inspector spoke with a number of parents during the inspection and took account of their views.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management and staff team have a good understanding of child protection and their responsibility for keeping children safe. They know what action to take should there be concerns about any child in their care or if an allegation is made against the staff or committee members associated with the pre-school. Children's progress is regularly monitored by the manager. This helps to identify and support children who are exceeding their expectations and those who may require additional support to help them catch up. The pre-school is safe and secure for children, well organised and managed successfully. There is a strong drive to achieve high standards. Self-evaluation is thorough and is used well to inform areas for further improvement. Managers make good use of the expertise of individual staff to provide one-to-one support for children who have special educational needs and/or disabilities. This helps to ensure outcomes for all children are good.

Quality of teaching, learning and assessment is good

Staff observe children during activities. They work well with parents, other professionals and the other settings children attend. This promotes a consistent approach to supporting children and meeting their individual needs. Staff have a good understanding of how children learn through their play. Overall, they use good teaching methods to support children's development and behaviour. This ensures children are acquiring the knowledge and skills they need in readiness for starting school. Children enthusiastically take part in well pre-planned Halloween activities. For example, they enjoy making witches' potions while mixing glitter, foam, oats and water together. This is further extended outside where children use cauldrons and mix together natural materials, using the wands they made earlier.

Personal development, behaviour and welfare are good

Children are happy and thoroughly enjoy attending the sessions held in this friendly, warm and welcoming, rural pre-school. They develop a close bond and secure relationship with all staff and the other children who attend. Staff are caring and attentive. They support younger children and those who have special educational needs and/or disabilities particularly well during settling-in sessions. Information is gathered from parents about children's initial starting points and good relationships are established with parents who state that 'they couldn't ask for more'. Children follow good hygiene routines and enjoy healthy nutritious snacks.

Outcomes for children are good

All children gain the skills they need for future learning and starting school. Children new to the setting are beginning to show signs of making good progress and those who have attended longer are making consistently good progress over time. Staff promote children's communication and language, emotional well-being and physical development effectively and they learn about their local rural community and the world around them.

Setting details

Unique reference number	501095
Local authority	Cumbria
Inspection number	1108576
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 - 4
Total number of places	13
Number of children on roll	14
Name of registered person	Old Hutton Pre School Committee
Registered person unique reference number	RP907282
Date of previous inspection	3 July 2017
Telephone number	01539720309 or 07403667031

Old Hutton Pre-School registered in 2003. The pre-school is open from 9am to 3pm on Monday to Thursday, and from 9am to midday on Friday, during term time only. In total, five staff work at the pre-school, all of whom hold relevant early years qualifications. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs and/or disabilities.

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