

# Hazlemere Pre-School

Ken Williams Memorial Pavillion, Amersham Road, Hazlemere, High Wycombe,  
Buckinghamshire, HP15 7QW



**Inspection date** 17 January 2018  
Previous inspection date 7 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders and staff work very well as a team. They talk passionately about their role working with children and strive to be the best they can be. They use self-evaluation systems well to help identify areas for development and improve outcomes for children.
- Staff accurately observe and assess, and plan activities. They use this information to plan for children's individual learning to help them make good progress.
- Children are confident and self-assured learners. Children follow instructions, help to tidy away toys and develop social skills as they interact and play together.
- Staff use various teaching strategies to support children's continued good progress. Staff demonstrate new concepts, use skilful questioning to encourage children to think independently and they model language well. Older children develop the skills they will need for the move on to school.

### It is not yet outstanding because:

- Staff do not share enough information with all other settings that children attend.
- Sometimes, staff do not ensure that activities offered to younger children are matched to their stage of development. This results in the children losing interest.

## What the setting needs to do to improve further

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

- extend information sharing with other early years settings to support consistency in care and learning between all those involved in children's learning and development
- enhance opportunities for younger children to become deeply engaged in planned activities.

### Inspection activities

- The inspector observed the quality of teaching 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 nursery manager.
- The inspector held a meeting with the nominated person and the manager, and looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Helen Harper

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. There is a comprehensive understanding among the staff team of child protection issues and how to keep children safe. Staff talk confidently about where they will report any concerns regarding children's safety and welfare. There are effective systems for the supervision of staff. These help to ensure that staff continue to be suitable to work with children. Opportunities, such as training, help them to reflect on and improve their practice. Staff recently attended training which has developed their knowledge and understanding of the characteristic of effective teaching and learning supporting children's assessments. The manager tracks children's progress efficiently to identify any gaps in children's learning which is then supported promptly by staff.

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

Staff support children well and help them to make good progress in their learning. Staff weave mathematical language into children's play and help children to learn numbers. They talk to children about how many legs the guinea pig has and draw circles to record their observation of the snails. Children explore vegetables and create soup in the outdoor kitchen area. Staff extend their knowledge, for example, by talking to children about how these are cooked and what they eat at home. Children are given choices. For example, staff support children to vote on what story is going to be read and talk about nine votes being more than six. Literacy is supported well. Children ask what the word 'exit' means in the story and staff explain this means the way out. Children recall that authors write books and the illustrator is the person who draws the pictures.

### Personal development, behaviour and welfare are good

Staff are attentive and respond well to children's emotional and physical needs. They support children if they become tired during the day, providing cuddles and suitable areas where they can rest and sleep. The nursery cook and staff provide children with a healthy range of snacks and meals. Hygiene procedures are good and help to support children's physical health. Staff provide children with every opportunity to become independent, such as washing their own hands and serving themselves at lunchtime. Children behave well. Staff give children praise and a 'high five' to reward their achievements. This helps to raise their self-esteem. Parents speak very highly of the pre-school, stating that they provide ideas of activities for them to do at home. This helps to provide consistency in children's learning and development.

### Outcomes for children are good

Children make good progress in their learning and develop skills, such as early writing which supports their readiness for school. Older children write their name on pictures they have made, using clearly identifiable letters. They talk confidently with each other and share their thoughts and feelings. Very young children show an interest in making marks using sand and foam, and enjoy looking at pictures in books with staff.

## Setting details

<b>Unique reference number</b>	EY471225
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1069906
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Little Cherubs Day Nursery Limited
<b>Registered person unique reference number</b>	RP910905
<b>Date of previous inspection</b>	7 May 2014
<b>Telephone number</b>	01494451149

Hazlemere Pre-School registered in 2013 and is based in The Ken Williams Memorial Sports Pavilion in High Wycombe, Buckinghamshire. The pre-school operates from 7.45am until 6.15pm on Monday to Friday, for 51 weeks of the year. The pre-school provides funded early education for children aged two, three and four years. There are 17 members of childcare staff. Of these, 16 staff hold recognised childcare qualifications ranging from level 2 to level 6.

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