

# Harby Pre-School

The Village Hall, School Lane Harby, Melton Mowbray, Leicestershire, LE14 4BZ



## Inspection date

30 January 2018

Previous inspection date

4 November 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager, staff and committee share their vision of how to provide children with a stimulating learning environment that helps them to make good progress.
- Staff and the committee work hard to find ways to further improve every aspect of the pre-school. They consult with parents and act upon the suggestions received, such as the recent changes for parents collecting children at the end of the session.
- Children settle very quickly into the pre-school. Staff form strong and sensitive bonds with children's parents. They work very closely with them to support children's care and emotional needs extremely well.
- Staff place an emphasis on promoting healthy lifestyles for children. Children have a variety of wonderful opportunities to experience fresh air and exercise in the stimulating outdoor environment. Staff talk to children about the food that they are eating and support parents to include nutritious food in their children's lunch boxes.
- Staff observe children as they play. This helps them to assess and track children's progress accurately. They successfully identify any gaps in children's learning and take prompt action to address them.
- Children behave exceptionally well at the pre-school. Staff praise children for their achievements and support even the youngest children to regulate their own behaviour.

### It is not yet outstanding because:

- Children's next steps in learning do not consistently take into account children's interests and are not always sufficiently focused to help them make the best possible progress.

## What the setting needs to do to improve further

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

- focus precisely on children's next steps in learning, taking into account their interests, to help them make the best possible progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school and committee members.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Ann Lee

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The committee, manager and staff all have a very good knowledge of how to ensure that children are kept safe from harm. They are fully aware of the processes to follow if they have any concerns over the welfare of a child. The procedures for staff recruitment and for checking the suitability of committee members are rigorous. This helps to ensure that staff working with the children are suitable. The manager is experienced. Staff receive regular supervision meetings to support their ongoing development. They attend training to help develop their skills even further. Partnerships with other settings that children attend are in place. The pre-school has established itself as a valuable asset to the local community. Parents are very happy with the care and learning opportunities that the pre-school provides for their children.

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

Teaching is good. Staff show a genuine interest in children's play. They sensitively interact with children. For example, staff compliment children for the delicious imaginary chocolate ice cream that they have made and show respect by pretending to eat it. Staff encourage children to think carefully and to solve problems. For instance, they support children's curiosity as children discover ice on puddles in the outdoor area. Number is interspersed in everyday activities. Children count how many plates they need to put out at snack time and understand the meaning of getting into pairs to walk to the outdoor area. Staff differentiate group activities well. Older children have fun pretending to make a concoction of 'silly soup' from resources with words that rhyme. This helps to develop their early literacy skills. Meanwhile, younger children have fun mixing the resources together with a wooden spoon, which helps to support their developing physical skills.

### Personal development, behaviour and welfare are outstanding

Children thoroughly enjoy the time they spend at the pre-school. Staff outline the wide range of activities available using photographs as a guide. This helps children to become confident and familiar with the daily routines. Children learn to follow instructions very well and to keep themselves safe in different situations, such as when they walk to the outdoor area. Children are extremely confident and self-assured. They demonstrate mature social skills as they talk to visitors and competently teach them how to use some of the outdoor resources. Children are highly motivated and adept at doing things for themselves. They know that they need to wear boots to play outside and skilfully identify, from a large selection, the correct size for their feet.

### Outcomes for children are good

Children are happy and confident and are learning to be independent. They are busy learners who readily engage in a wide range of educational experiences. Children are making good progress from their starting points. They are developing close friendships and are learning to be tolerant and respectful to one another. Children are gaining important skills that will help them as they move to the next stage in their learning or on to school.

## Setting details

<b>Unique reference number</b>	226330
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1103275
<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 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Harby Pre-School Committee
<b>Registered person unique reference number</b>	RP908438
<b>Date of previous inspection</b>	4 November 2014
<b>Telephone number</b>	07551254942

Harby Pre-School registered in 1974. The pre-school employs two members of childcare staff. Of these, one has qualified teacher status and one holds an appropriate early years qualification at level 3. The pre-school opens during school term times on Monday, Tuesday, Thursday and Friday from 9am to 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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