

# Hardwick Pre-School

John Bridles Hall, Lower Road, Hardwick, Buckinghamshire, HP22 4DZ



<b>Inspection date</b>	26 March 2018
Previous inspection date	23 March 2015

<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

- Children behave well and show consideration towards others as they share and take turns in their play. Staff regularly praise children for their good manners.
- Children are enthusiastic learners who are keen to explore and investigate. The stimulating and welcoming environment supports children's independence and learning.
- Children enjoy their time in the outdoor area. They solve problems, for instance, they play alongside staff to build and create artwork using junk modelling resources. Staff make the most of the local area, such as taking the children to the nearby wooded area to search for mini-beasts.
- Staff continually share information with parents to keep them well informed about their children's achievements and well-being.
- The manager and staff form effective links with staff at local schools to help children to move on to the next stage in their education confidently. For example, they arrange visits and share useful information about children's achievements and interests.

### It is not yet outstanding because:

- On occasion, activities involving larger groups of children are not highly responsive to the needs of children who find it difficult to concentrate for a long period of time.
- At times, staff miss opportunities to encourage the youngest children to interact with others to improve their communication and social skills 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:

- enhance the organisation of large-group activities to help fully challenge and engage children of all ages in the learning opportunities
- provide greater support to the youngest children to further encourage them to interact and socialise with other children.

### Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector spoke to members of staff and held a meeting with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector observed children in the inside and outdoor environments.
- The inspector sampled documentation, including records of staff and children, policies and procedures and evidence of staff's suitability to work with children.

### Inspector

Joanne Allen

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of child protection requirements and their responsibility for safeguarding children. They receive regular safeguarding training and updates, further supporting them in their role. Vetting and recruitment procedures are good and ensure that staff are suitable to work with children. Effective self-evaluation, including parents' views, leads to precise action plans for improvement. The manager successfully monitors children's progress. This helps to identify any trends or emerging gaps in children's learning and development early on. For example, effective plans are in place to enhance opportunities for children to extend their mark-making skills in the outdoor area.

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

Staff engage well with children and respond effectively to their interests. For example, they ask children questions about their creative models and encourage them to describe the texture and shapes. Staff respond well to children's choice of activities and move around to deploy themselves effectively. They plan a good range of activities for older children to help them develop the skills they will need when they start school. For instance, staff provide a wide range of mark-making materials indoors and outside which children use to draw and write. Children have good opportunities to explore and experiment with a broad range of creative materials.

### Personal development, behaviour and welfare are good

Staff create a warm and welcoming atmosphere where children and parents feel at ease. The learning environment is stimulating and carefully planned to encourage children's interest and motivation. The outdoor area is highly conducive to helping children develop their physical skills and learn how to manage risks. For example, children who enjoy learning outdoors are provided with open-ended resources such as blocks. This helps them to experiment with lifting, climbing, stacking and balancing. Staff help children to learn about people who are different from themselves, to encourage them to respect others. Children learn about healthy lifestyles. They help themselves to fresh fruit and vegetables, pour their own drinks and tidy up after they have finished their snacks.

### Outcomes for children are good

Children are confident and motivated to learn. All children make good progress in their early literacy skills. They can find their name on a printed card and enjoy practising their letter sounds. Children count and confidently use positional language, such as 'in front' and 'behind'. They are creative when they play with resources, finding new and innovative ways to use them. All children acquire a range of skills in readiness for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY242519
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1091525
<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>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Hardwick Playgroup Committee
<b>Registered person unique reference number</b>	RP905937
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	07754 091 400

Hardwick Pre-School is a committee run group. It registered in 2002. The pre-school is open each weekday, from 9.30am to 2.30pm on Monday, Wednesday and Thursday, and 9.30am to 12.30pm on Tuesday and Friday, during term time only. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. There are seven members of staff working with the children, of whom five hold appropriate early years qualifications to at least level 3.

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