

Haydon Meadow Pre School

The Haydon Centre, Thames Avenue, Haydon wick, Swindon, Wiltshire, SN25 1QQ



Inspection date

25 April 2018

Previous inspection date

17 October 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff build effective partnerships with parents. They regularly share information and keep them up to date with their child's progress. Parents speak highly of staff and the care their child receives. Parents are supported to extend their child's learning at home.
- Children develop good social skills and are kind and considerate towards each other. For example, children help each other to complete tasks if they see someone is struggling to do it on their own.
- Managers and staff accurately identify priorities for improvement. They continually work to improve the pre-school. For instance, recent changes have supported children to develop their early reading skills outdoors.
- Staff are caring and attentive, they form strong bonds with children. This allows them to settle into pre-school quickly and supports their emotional well-being.
- Managers closely monitor the progress children make and they carefully analyse this information to see where they can best support children to make good progress in their learning and development.

It is not yet outstanding because:

- At times, staff do not provide sufficient opportunities that challenge children fully in their learning, to help them to make even better progress.
- During the morning routine in the full-day care room, staff do not always make the best use of time or resources to support children's learning as well as they could.

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 recognise when to offer children even further challenge
- provide all children in the full-day care room with the support they need to make the best use of the resources and learning opportunities.

Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector carried out a joint observation with one of the pre-school managers.
- The inspector spoke to parents and children, and took account of their views.
- The inspector held a meeting with the management team and looked at a sample of documentation, and evidence of the suitability of staff.

Inspector

Kelly Sunderland

Inspection findings

Effectiveness of the leadership and management is good

Staff deploy themselves effectively and supervise children well. They carry out daily checks to ensure that any risks to children are minimised. The arrangements for safeguarding are effective. Managers and staff demonstrate a good understanding of their roles and responsibilities in protecting children. They know the possible indicators of abuse and to whom to report concerns. Managers support staff well through supervision meetings. Staff are encouraged to attend training to extend their knowledge and skills. For example, recent training has helped staff to use strategies, such as signing, to support children to develop their speech and give all children a means of communication.

Quality of teaching, learning and assessment is good

Staff observe children as they play, and plan activities based around their interests. They support children well to develop their mathematical skills. For instance, children use clipboards and go on a number hunt in the outdoor area, and confidently recognise and match numbers up to 10. Staff provide interesting activities and experiences that children enjoy. For example, children enjoy digging in mud to find potatoes and learn about different vegetables that grow underground. Staff support children's communication and language skills well. For instance, they model good use of language and repeat back what children say, supporting children to develop their vocabulary. Staff work well with other professionals to support children who have special educational needs (SEN) and/or disabilities. They work on set targets to support children's individual needs.

Personal development, behaviour and welfare are good

Children behave well and show a good understanding of the pre-school rules. Children share and take turns. For instance, they fully understand how to use timers to take turns using the computer. Staff support equality and diversity well. For example, a well-thought-out display at the children's level allows them to learn about others and use mirrors to look at the differences between themselves and their friends. Children develop good independence skills. For instance, they confidently pour their own drinks, put on their coats and serve their own snacks. Children have daily opportunities for fresh air and exercise. This helps promote their good health and supports their physical well-being.

Outcomes for children are good

Children make good progress in their learning and development, including children who have SEN and/or disabilities and those who are learning English as an additional language. Children demonstrate good attention and listening skills during adult-led activities. They show good early literacy skills. For example, they confidently identify different letter sounds. Children enjoy making marks and some children write their names independently. They are developing skills that support their future learning at school.

Setting details

Unique reference number	508009
Local authority	Swindon
Inspection number	1070417
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	48
Number of children on roll	81
Name of registered person	Christine Webb and Debbie Waldron Partnership
Registered person unique reference number	RP520062
Date of previous inspection	17 October 2014
Telephone number	01793 706696

Haydon Meadow Pre School registered in 1988. The pre-school is open Monday to Friday from 8.45am to 3pm, during term time only. The pre-school is in receipt of funding for the provision of free early education for three- and four-year-old children. There are seven members of staff and all of them hold a relevant early years qualification at level 3.

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