

Haycorns Pre-School

Lucetta Lane, Dorchester, Dorset, DT1 2DD



Inspection date	17 May 2018
Previous inspection date	2 October 2015

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

- The manager and staff provide many opportunities for children to be physically active, to promote healthy lifestyles. For example, they plan regular physical education sessions to help children develop strength, control and coordination. Children greatly enjoy active play, such as climbing, balancing, running and digging in the garden.
- The manager and staff implement a secure key-person system. All children form strong emotional attachments and settle in quickly. They are motivated to explore and have a positive attitude to learning, which helps them to make good progress across all areas.
- Overall, the manager evaluates the setting well and works well with the staff team to address areas for development. For instance, since the last inspection, they have introduced the use of sand timers to warn children when it is almost time to tidy up, so they can end their play in their own way.

It is not yet outstanding because:

- The manager's systems to monitor, support and coach staff are not fully effective in ensuring consistently high-quality teaching practice and that staff maintain close links with all other settings that children attend.
- Although staff monitor children's individual progress well, the manager does not make the best use of the detailed information they gather, to help them recognise patterns in learning between different groups of children and reflect on these to enhance the quality of teaching and learning.

What the setting needs to do to improve further

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

- improve the monitoring of staff practice to identify and target their individual areas for development, to raise the quality of teaching to the highest level and support staff to maintain their good partnership working with all other settings
- make better use of the assessments of children's learning to monitor the progress between different groups of children and further evaluate the overall provision.

Inspection activities

- The inspector observed the children's play indoors and outside, including during adult-led activities.
- The inspector carried out a joint observation with the manager of an adult-led activity to evaluate the quality of teaching and learning.
- The inspector took account of the views of staff, parents and children spoken to throughout the inspection.
- The inspector held a meeting with the manager at an appropriate time during the inspection.
- The inspector sampled a range of documentation, including suitability checks for all staff and committee members, children's learning records, and self-evaluation.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of their responsibility to recognise indications that a child's welfare is at risk and know how to refer such concerns to the relevant authorities. They implement thorough measures to prioritise children's safety. For example, they routinely count children when they split into smaller groups and move around the school site, to help plan their deployment effectively and supervise children closely at all times. Staff make good use of training to develop their knowledge and skills. For example, they have subsequently purchased equipment to help children who require additional support to sit still and concentrate better for longer during group activities.

Quality of teaching, learning and assessment is good

Staff regularly assess children's learning and development, and use this information well to plan enjoyable activities that challenge children appropriately. For example, when they set out the climbing frame, children patiently line up to wait for their turn and then learn to climb the ladder with confidence, knowing to hold carefully onto the rails for support. Older children show good mathematical skills, such as counting the number of children present and finding the correct number card to represent this. Staff make good use of social occasions, such as snack and lunch times, to engage children in detailed discussion. For example, they ask children to recall what happened earlier in the day and children respond eagerly, confidently sharing their experiences and ideas. The manager and staff work well with parents to exchange information regularly about children's progress, to help them offer consistent learning experiences.

Personal development, behaviour and welfare are good

Staff use effective strategies to build children's self-esteem. For instance, during whole-group times, they share photographs of children that parents have supplied from home, to show everyone what children have been doing elsewhere. Children proudly and confidently show and talk about the photographs and their special items, while their friends sit and listen with interest. Children demonstrate good manners, and learn to be kind and respect one another. For example, older children show care for their younger friends, holding their hands to lead them gently around the setting and offering spontaneous cuddles. Staff promote children's health and hygiene well, such as by encouraging children to brush their teeth each day and try different fruit and vegetables.

Outcomes for children are good

All children gain the key skills needed in readiness for school. For example, toddlers try to put on and take off their shoes and socks independently before asking for help. Older children manage their self-care needs confidently, such as wiping their nose and taking themselves to the toilet. Children are curious and enjoy experimenting, such as trying to work out which way water will flow from guttering set out at different angles and directions. Children listen to stories with interest and happily join in to share their ideas.

Setting details

Unique reference number	139340
Local authority	Dorset
Inspection number	1127077
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	20
Number of children on roll	32
Name of registered person	The Haycorns Association
Registered person unique reference number	RP519756
Date of previous inspection	2 October 2015
Telephone number	01305 2573 93

Haycorns Pre-School registered in 1988. It is in the grounds of St Mary's Catholic First School in Dorchester, Dorset. The pre-school is open each weekday during term time, from 9am to 3pm. There are seven staff employed to work with children. The manager holds qualified teacher status and early years professional status, another member of staff holds a relevant degree, and all other staff hold childcare qualifications at level 3. The pre-school receives funding to provide free early years education for children aged two, three and four years old.

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