

Ewyas Harold Preschool

Ewyas Harold Primary School, Ewyas Harold, Hereford, HR2 0EY



Inspection date	8 June 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Managers have a sound understanding of their responsibility to meet the legal requirements. This helps to them to achieve and maintain good standards.
- Staff are friendly and attentive. They use the pre-school settling-in process to help them get to know children well from the outset. Children develop positive relationships with staff. They comment that they like attending and their teachers are nice.
- The environment is well resourced. Staff encourage, support and extend children's play and exploration. Children are enthusiastic and motivated to learn.
- Managers monitor children's progress and use the information obtained particularly well to help narrow any achievement gaps. All children make good progress in their learning.
- Partnership working is strong. Staff share a two-way flow of information with parents, other providers and professionals. This helps to promote good continuity in children's care and education.

It is not yet outstanding because:

- Staff do not consistently develop close enough links between children's individual next steps in learning and the vast range of activities planned to help promote excellent attainment.
- Managers do not always fully consider the views of staff to help set clear targets for future development. There is scope to extend self-evaluation to help raise the overall quality of the pre-school to outstanding.

What the setting needs to do to improve further

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

- enhance the planning and develop closer links between children's individual next steps in learning and the vast range of activities planned to help promote excellent attainment
- extend self-evaluation and fully consider staff's views to set clear targets for the future to help raise the overall quality of the pre-school to outstanding.

Inspection activities

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

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. For example, management ensures all those working with the children are suitably vetted. Staff efficiently implement a range of records and documents that helps to support good practice. Daily safety checks and annual risk assessments help to ensure the premises are clean, safe and secure. Managers and staff have a strong understanding of child protection issues. They can identify possible indicators of abuse or neglect and know how to report their concerns. Managers supervise staff closely. Most of the staff are highly experienced and well qualified. They benefit from a variety of opportunities to increase their knowledge and upskill. Overall, this has a positive impact on the quality of care and education they provide.

Quality of teaching, learning and assessment is good

Staff observe children's development and make accurate assessments of their abilities. They plan activities weekly based on topics that stem from children's interests. For example, currently children are learning about going on holiday. Staff help them to enjoy a wealth of creative and imaginative activities. Children delight in sensory play with flavoured play dough and real ice cream. They develop role-play games in the pretend ice-cream parlour. They also design their own ice creams from a range of art materials. The pre-school special educational needs coordinator is knowledgeable in her role. She ensures any children requiring additional support benefit from the targeted help they need. Therefore, all children continually progress well from where they started.

Personal development, behaviour and welfare are good

Staff are sensitive to children's care needs. They provide healthy snacks and talk to children about the benefits of eating well. They help children adopt good hygiene routines and emphasise the importance of good dental hygiene. Staff encourage physical play and exercise. Children enjoy negotiating a large-scale obstacle course in the pre-school garden. Staff promote equality and mutual respect. They find out about children's home lives, and they celebrate and value their differences. Children learn about their own communities and the wider world. Staff help children follow the simple pre-school rules and cooperate with the daily routines. Children behave well. They listen to staff and follow instructions. They also learn to share, take turns and play nicely with others.

Outcomes for children are good

Children are becoming highly successful learners who gain all the skills they need for a successful transition to school. This includes those in receipt of funded education and those who have special educational needs and/or disabilities. Children develop confidence and independence. They make choices about what they want to do and manage their own care needs with minimal support. Children gain strong communication skills. They can express their thoughts and share their ideas. Children develop good literacy and mathematical skills. They can recognise and begin to write their own names. They competently identify numbers up to 10 and solve simple number problems.

Setting details

Unique reference number	EY501209
Local authority	Herefordshire
Inspection number	1054033
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 11
Total number of places	16
Number of children on roll	22
Name of registered person	Ewyas Harold Pre-School CIO
Registered person unique reference number	RP901233
Date of previous inspection	Not applicable
Telephone number	01981 241106

Ewyas Harold Preschool registered in 2016. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school operates term time only. Sessions are available Monday to Friday from 7.45am until 5.30pm. This also includes before- and after-school care for school-aged children. The pre-school provides funded early education for two-, three- and four-year-old children.

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