

Harlequins Pre-School

Sherborne Westend Community Association, Littlefield, Sherborne, DT9 6AU



Inspection date	13 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

- Children make good progress in their learning from the start. Staff track and support children's development effectively to identify and address any gaps in their learning.
- Staff support children's literacy very well throughout the pre-school. For example, children paint with water outside, join in stories with enthusiasm and learn to write their names. They draw freely and enjoy using technology to scan and print their work to take home.
- Children are happy and develop good relationships with staff. They learn what is expected of them, such as the pre-school 'golden rules', to help them share and play kindly with others.
- The manager and staff evaluate the quality of the pre-school's provision successfully, to drive improvements. For example, the manager has used information from recent activity audits to increase the opportunities for children to learn about numeracy, particularly in the garden.

It is not yet outstanding because:

- On occasion, staff miss opportunities to encourage older children to find ways to solve practical problem in their play.
- Staff do not consistently involve parents in their child's development to support children's learning further at home.

What the setting needs to do to improve further

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

- encourage older children to find ways to solve practical problems, to support their thinking skills further
- develop opportunities to involve parents further in their children's development, to support their learning further at home.

Inspection activities

- The inspector observed activities and the quality of teaching in the playroom and outdoor play area.
- The inspector sampled children's assessment records and planning documentation, and talked to children at appropriate times during the inspection.
- The inspector assessed the suitability of staff working with children and discussed the manager's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.
- The inspector discussed an activity with the manager.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of their roles and responsibilities to safeguard children's welfare. This includes the indicators that a child might be at risk, and the procedures to follow to protect them from harm. The management team follows robust vetting procedures to help ensure staff are suitable to work with children. In addition, staff maintain secure play areas to keep children safe. The manager effectively monitors staff's interactions with children and encourages their professional development to improve outcomes for children. For example, staff use educational websites to gain activity ideas to enhance children's imaginative and creative development.

Quality of teaching, learning and assessment is good

Staff join in children's play with enthusiasm and use good teaching skills to engage children and support their learning effectively. For instance, staff count frequently with children, and demonstrate what shapes look like as they paint and draw pictures to support their mathematical development. They extend opportunities to challenge older children, such as encouraging them to add quantities together accurately, and to name the numerals they see. Staff adapt activities according to children's individual developmental level, and they effectively support their language skills. For example, staff encourage younger children to name the animals and their sounds in the 'vet surgery' role-play area. They build on discussions with older children, such as asking questions to encourage them to share what they know about animals, and to join in the animal stories.

Personal development, behaviour and welfare are good

Staff meet children's care needs consistently and keep parents well informed of their care routines and well-being each day. They encourage children to lead their own play and to create their own ideas in stimulating play environments. For instance, children pour water over the road map to create a 'flood' for the toy cars to move through. Children play energetically in ball games and ride wheeled toys, they read and explore different materials. Staff help children to develop healthy lifestyles. For example, they instigate physical activities, encourage parents to provide nutritious snacks and talk to children about healthy foods. Children learn about their own lives and the diverse beliefs of others to help them learn about the world around them. Furthermore, children behave well and understand the behaviour expected of them.

Outcomes for children are good

Children develop the skills they need for their future learning that help prepare them for school. They arrive happy and keen to explore. Children learn to manage tasks themselves, to build their confidence and independence. For instance, children take turns to help prepare snack time and tidy up after themselves when they have finished. Those starting school practise wearing their school uniforms and confidently point out the colours of these. Children communicate well and develop good social skills to help them make friends.

Setting details

Unique reference number	EY490980
Local authority	Dorset
Inspection number	1017041
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	24
Number of children on roll	16
Name of registered person	Kaleidoscope Day Nursery Limited
Registered person unique reference number	RP529825
Date of previous inspection	Not applicable
Telephone number	01935 812424

Harlequins Pre-School registered in 2018. The pre-school is open Monday to Friday during term time only. Sessions are from 9.30am until 12.30pm. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. The owner employs three members of staff, two of whom hold early years qualifications at level 2 or above.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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