

Harestock Pre-School

Community Lodge, Henry Beaufort School, East Woodhay Road, Harestock,
Winchester, Hampshire, SO22 6JJ



Inspection date

Previous inspection date

27 June 2018

23 September 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not have a good understanding of their roles and responsibilities in the management of the pre-school. They have failed to provide Ofsted with the necessary information required to check the suitability of all members of the committee.
- The provider has not obtained the required Disclosure and Barring Service check for all committee members, to promote children's safety and welfare fully.
- The manager does not use self-evaluation as well as she could, to extend the monitoring of children's development to analyse precisely the impact of teaching on the progress made by different groups of children.

It has the following strengths

- Staff support children who have special educational needs and/or disabilities well. They work closely with parents and other professionals involved in their care to support children's learning and care. This has a positive impact on outcomes for all children.
- Children develop good relationships with staff who use their key-person approach to support children's emotional well-being effectively. Younger children settle happily into the pre-school. All children are confident and self-assured in their interactions with staff and their friends.
- The manager uses additional funding effectively to provide extra support to help close any gaps in children's achievements. For instance, staff use effective strategies with individual children to develop their speaking and concentration skills in engaging activities. This supports children to become more confident and proficient talkers.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ provide Ofsted with the necessary information required to check the suitability of all members of the committee	23/07/2018
■ ensure that a Disclosure and Barring Service check is completed for all members of the committee.	23/07/2018

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

- enhance the monitoring procedures to analyse more precisely the impact of teaching and interventions for different groups of children.

Inspection activities

- The inspector observed the quality of teaching and children's learning, both indoors and outside.
- The inspector spoke to staff and children at convenient times during the inspection.
- The inspector spoke to parents during the day and took account of their views.
- The inspector checked evidence of the suitability of the staff and committee, confirmation of staff training, recruitment procedures and pre-school policies; looked at a selection of children's records; and discussed safeguarding procedures and the self-evaluation process.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to provide Ofsted with the necessary information needed to check the suitability of all committee members. Furthermore, they have not ensured that all committee members have completed the required Disclosure and Barring Service checks, as required. However, there is no significant impact on children because the committee does not have any unsupervised contact with children. All staff, including the manager, know how to identify and report any child protection concerns. Safeguarding is effective. The manager monitors the quality of the setting and checks children's progress. However, she has not used this information fully effectively to analyse the progress made by different groups of children to accelerate their progress as fully as possible. The manager provides regular staff supervisions to identify training needs and to support staff professional development, to improve the quality of teaching continually.

Quality of teaching, learning and assessment is good

Staff are qualified and experienced. They use their good teaching skills to observe and assess what children know and can do, to tailor learning experiences effectively. This helps to ensure they identify and swiftly close any gaps in children's learning. Children are motivated in their play and staff capture good opportunities to build on children's next steps in learning well. For instance, as younger children draw, staff teach them the colours of the different pens they use. Staff skilfully weave in mathematical learning, such as when they help children learn to draw the correct number of candles on their 'birthday cake' to match children's ages. Staff regularly share children's progress with parents and have successfully introduced ways of involving them in their children's learning. This has contributed to children's good progress from their starting points.

Personal development, behaviour and welfare require improvement

Weaknesses in the providers' understanding mean that children's safety and welfare are not fully promoted. Staff supervise children appropriately. They complete effective risk assessments to ensure that they identify and minimise any potential hazards to support children's physical well-being. Staff help children to gain skills that prepare them well for their future learning. For instance, they teach children how to be independent in choosing foods, pouring drinks and tidying away after snack time. Staff effectively support older children to manage their feelings and behaviour. Children gain good social skills, behave well and learn how to value and respect the differing needs of their friends.

Outcomes for children are good

All children develop skills that prepare them well for their next stage in learning, including school. For instance, they develop self-help skills to help them dress appropriately for playing outside. Older children develop an interest in mathematical concepts as they count the number of children and confidently add one more. Younger children gain good physical skills. For instance, when they play outdoors, they enjoy using low-level beams to help support their coordination, balance and control.

Setting details

Unique reference number	110459
Local authority	Hampshire
Inspection number	1126579
Type of provision	Full-time 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	25
Number of children on roll	25
Name of registered person	Harestock Pre-School Committee
Registered person unique reference number	RP522474
Date of previous inspection	23 September 2015
Telephone number	07748 464915

Harestock Pre-School registered in 1992 and is located in Harestock, in Winchester, Hampshire. The pre-school opens Monday to Friday from 9am to 2pm during term time. The pre-school employs eight members of staff, all of whom hold relevant early years qualifications at level 3 and one holds qualified teachers status. The pre-school receives funding to provide free early years education for children aged two, three and four years.

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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