

# Hatchlings Pre School

St. Marys in the Wood United Reform Church, Commercial Street, Morley,  
LEEDS LS27 8HY



<b>Inspection date</b>	7 September 2018
Previous inspection date	9 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The staff provide stimulating activities and interact well with children to support good progression in learning and development.
- Staff take the children on a variety of outings and to the library in the local community. This helps to promote children's social skills and offers a broad range of experiences.
- Children's emotional well-being is promoted successfully. Children are happy and form strong bonds with the staff. Staff know children very well.
- Staff know how to monitor children's progression using observations and assessments. They understand how to plan the next steps in children's learning and development.
- Staff communicate well with parents. Parents are happy with the service offered by the setting. They express how happy they are with the care their children receive.

### It is not yet outstanding because:

- Although staff receive some support to raise the overall quality of their practice, professional development opportunities do not focus enough on raising the quality of teaching to the highest level.
- Staff do not always exchange enough information to help parents understand the learning that takes place in the setting and how parents can support their children's development at home.

## What the setting needs to do to improve further

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

- strengthen performance management and develop staff's practice even further to raise the standard of teaching to a consistently higher level
- explore more ways to discuss children's development and next steps with parents and involve them in planning how these can be continued at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with children and staff during the inspection at appropriate times.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a parent during the inspection and took account of parents' views from the written feedback provided.
- The inspector checked relevant documentation, including suitability checks, policies and procedures and children's learning records.

### Inspector

Julie Dent

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to recognise and report any concerns about a child. They are clear about their responsibility to protect children and keep them safe. The use of rigorous recruitment procedures ensures staff are suitable for their role. Children are well supervised and kept safe, using risk assessments and checklists. The staff work well as a team and are fully aware of their daily responsibilities. The staff liaise extremely well with local schools and nurseries to aid transition. Partnerships with the health visiting team are good, enabling completion of integrated progress checks for children aged between two and three years old. The staff track children's progression regularly and highlight any gaps in learning.

### Quality of teaching, learning and assessment is good

Staff capture children's starting points from the outset and plan to meet their learning needs. Children explore the resources and choose what they want to do. Staff model good use of language, they repeat back what children say and skillfully extend their vocabulary. Staff help children to develop their mathematical skills in fun and exciting ways. For example, young children develop their knowledge of shapes as they make marks in the paint in the sensory tray. Children sit happily with staff as they listen to engaging stories. They learn to handle books carefully and turn the pages independently to help develop their early reading skills. Children engage in role play and use their imagination, for instance, children pretend to talk to their parents on the telephone. Children have good concentration skills as they persevere to complete a jigsaw puzzle.

### Personal development, behaviour and welfare are good

Children are happy in their surroundings and show they enjoy their play and interactions with the staff. Children's physical well-being is promoted well. They enjoy frequent visits to the park to play on larger pieces of equipment. Children show a good understanding of hygiene routines as they prepare for snack. Children are encouraged to try new foods, for example, they try exotic fruits when they make fruit kebabs. Snack time is a social event and staff talk to children about the benefits of healthy eating. Staff provide children with clear guidance and simple explanations to support them to understand behavioural boundaries. Children's behaviour is good.

### Outcomes for children are good

Children build important skills that help them with their future learning. Children demonstrate positive relationships with staff and communicate their needs well. Children have good opportunities to develop their creative skills and resources are accessible for children to choose from to make marks, draw and paint. Children enjoy singing songs and playing with musical instruments.

## Setting details

<b>Unique reference number</b>	EY430627
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10064318
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	Stainburn, Caroline Louise
<b>Registered person unique reference number</b>	RP514246
<b>Date of previous inspection</b>	9 July 2015
<b>Telephone number</b>	07940506780

Hatchlings Pre School was registered in 2011. It is run by a private provider. The setting employs two members of childcare staff. Both hold appropriate early years qualifications at level 3. The setting opens two and a half days per week, term time only. Sessions are from 9.15am until 3pm. The nursery receives funding for early education for children aged two, three and four years old.

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