

Hawkslade Farm Pre-School



Hawkslade Farm Community Centre, Barley Crescent, AYLESBURY,
Buckinghamshire HP21 9YL

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| Inspection date | 17 October 2018 |
| Previous inspection date | 8 March 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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 providers monitor children's individual progress closely. Staff quickly identify any gaps in learning and work closely and effectively with other professionals to ensure that children receive any additional help they may need, to help them make the progress of which they are capable. Children make good progress from their starting points.
- Staff form beneficial partnerships with parents. They provide them with plenty of interesting and worthwhile opportunities to find out about their child's time at pre-school so that they can support their learning further at home. For example, staff invite parents in to join in with singing and other learning experiences.
- Staff are especially effective at helping children make progress with their communication and creative skills. Children thoroughly enjoy using the imaginative resources to play creatively with their friends, and staff use these opportunities well to encourage them to practise their speaking and listening skills.
- Children are very settled and happy. They thoroughly enjoy attending pre-school and approach their learning enthusiastically. They develop into positive and inquisitive learners.

It is not yet outstanding because:

- Staff miss opportunities to encourage children to count and learn about numbers. Some children make less progress in their mathematical development than in other areas of learning.
- Staff do not precisely plan for times when children come together in groups. At these times, children engage less well in their learning and some become distracted.

What the setting needs to do to improve further

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

- improve staff's skills in supporting children's growing understanding of numbers, counting and other mathematical concepts, to help children make better progress with their mathematical development
- improve the organisation of times when children come together in small and large groups so that children engage consistently in meaningful and enjoyable learning at these times.

Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector spoke with staff about their understanding of safeguarding, risk assessment and how children learn.
- The inspector spoke with parents and children, and took account of their views.
- The inspector looked at documentation, including children's records, staff's qualifications and the providers' policies.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The providers take effective steps to ensure the suitability of those employed to work with children. Staff understand their role in safeguarding children and know what to do if they are concerned about a child's welfare. The providers evaluate the quality of the provision closely in order to make further improvements. For example, they have improved how staff organise resources so that children can make more choices about what to do and what to use. They monitor the quality of teaching and support staff to build further on their good teaching skills. Staff make good use of training opportunities to reflect on and improve their practice still further. For example, staff are developing new ways of planning for each child to ensure that their individual needs are even more closely met.

Quality of teaching, learning and assessment is good

Staff make accurate assessments about each child's progress and interests, and use this information well to plan for their needs. For example, they ensure that children who prefer to learn indoors or outdoors can access equally as interesting and varied resources and activities. Staff regularly read to children. Children enjoy these opportunities to listen to stories and to talk with staff about the characters and illustrations. They handle books with care. Children enjoy re-creating experiences from home and staff use these opportunities well to build on their learning. For example, they teach children how to chop vegetables safely and children then use these to make and serve pretend meals. Staff encourage children to extend their creativity well. For example, they provide children with plenty of small-world figures and boxes to use in their play. Children enjoy building pretend worlds with these for toy animals and dinosaurs and then creating imaginary games.

Personal development, behaviour and welfare are good

Children learn to appreciate the benefits of a healthy lifestyle. For example, they have daily opportunities to take part in energetic play and staff provide healthy and nutritious snacks. Children develop good levels of independence. For example, they confidently serve their own snacks and then clear away their cups and plates afterwards. Staff greet children warmly and show a real interest in their families and homes. There are warm relationships between children and staff. Children are confident to try and do things for themselves and are as equally confident to ask for help if needed. Staff provide clear and consistent guidance about acceptable behaviour. Children behave well for their age.

Outcomes for children are good

Children, including those in receipt of additional funding, make good progress from their starting points. They learn to consider the needs of others, and to play and learn cooperatively. All children develop a positive view of the similarities and differences between themselves and others. For example, children learn about a wide range of festivals that reflects the different cultures of the children who attend. As the start of school approaches, children develop further early literacy skills. For example, they learn to recognise and write their names and begin to find out about different letters and the sounds that they represent.

Setting details

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| Unique reference number | EY311978 |
| Local authority | Buckinghamshire |
| Inspection number | 10073560 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 40 |
| Number of children on roll | 39 |
| Name of registered person | Jill Gannon & Sharon Robertson Partnership |
| Registered person unique reference number | RP907385 |
| Date of previous inspection | 8 March 2016 |
| Telephone number | 07754 533178 |

Hawkslade Farm Pre-School registered in 2005. The pre-school is open Monday to Friday from 8.30am to 3pm, term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are seven members of staff; of these, the deputy manager holds a level 4 qualification and five other members of staff hold relevant qualifications at level 3.

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