

# Hayling Community Pre-School



Mengham Infant School, St Mary's Road, Hayling Island, Hampshire PO11 9DD

<b>Inspection date</b>	1 November 2018
Previous inspection date	27 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Since the last inspection, a number of successful changes have been made to improve the quality of the provision.
- The manager ensures safe recruitment procedures are followed vigorously. She places a strong emphasis on reviewing, evaluating and improving the service by including the views of staff when planning future improvements and seeking parents' feedback on how well these have been received.
- A great strength of the pre-school is the nurturing and welcoming environment. Staff keep parents well informed of the progress that their children make, and provide suggestions about how to extend learning at home. Parents speak highly of the staff team and comment that their children thoroughly enjoy their time at the pre-school.
- All children, including those who have special educational needs and/or disabilities and those who speak English as additional language, enjoy their learning and make good progress. Staff make observations of children and know them well. They gather important information from parents to help plan effectively for the children's individual development.

### It is not yet outstanding because:

- The manager does not have a secure understanding of how well groups of children who attend the pre-school are progressing.
- Staff do not make the most of opportunities to support children's mathematical development, such as their understanding of weight, measurement and capacity.

## What the setting needs to do to improve further

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

- build further on the developing systems to monitor the progress made by different groups of children, to help identify any gaps in provision and close any differences in achievement
- make the most of opportunities to develop children's mathematical skills.

### Inspection activities

- The inspector held discussions with the manager, staff and children throughout the inspection.
- The inspector observed the quality of teaching and children's activities. She completed a joint observation of an activity with the manager.
- The inspector spoke with some parents and sought their views about the pre-school.
- The inspector viewed children's learning documents and spoke with staff about the progress children are making.
- The inspector met with the manager to look at a range of documentation, specifically, staff records, self-evaluation, recruitment and training, and safeguarding procedures.

### Inspector

Sarah Denman

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know what to do if they have any concerns about a child's welfare. Staff are vigilant and supervise the children well, which helps to ensure that their safety and security are prioritised. Staff are well qualified and are effectively deployed in the environment to ensure that the children's needs are met at all times. The manager supports her staff well. For example, she holds regular supervisory meetings with them to discuss their ongoing professional development. She invites staff to reflect on their own practice and contribute suggestions for their future development. For example, following recent training, staff offer a focused programme to help support and develop children's language and communications skills. Staff demonstrate that they are happy in their roles and feel valued.

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

Staff are enthusiastic about their work. They regularly observe children and assess their individual progress to help close gaps in their learning. Staff interact well with the children to help support their communication and language skills. For example, staff teach children new concepts, such as 'cold' and 'warm', during investigative play and introduce new vocabulary, such as 'melting' and 'slippery', when they hold and feel a block of ice. Staff play alongside the children, describing what they are doing, to support their learning.

### Personal development, behaviour and welfare are good

Key persons form strong relationships with children. Staff build on children's confidence and sense of belonging well. For example, they constantly praise children for their achievements. Staff help children understand and follow rules and boundaries effectively during their play, particularly when taking turns with resources. Children relish outdoor play and enjoy being physically active. For example, they took great delight in finding appropriate clothing before jumping and splashing in the puddles left by the rain. Staff encourage children to be independent, for example, when using the toilet and during snack time, when they are encouraged to wash up their own cups and bowls.

### Outcomes for children are good

Children are happy, self-assured and confident learners who enjoy their time at the pre-school. They happily share stories and books with each other. They use electronic books and props to enhance the shared experience. Children acquire skills to help them to be prepared for when they start school. For example, during pumpkin exploration, staff provide them with a range of tools, such as hammers and pegs to help strengthen the fine muscles in their hands, to support their early writing skills.

## Setting details

<b>Unique reference number</b>	110184
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10079773
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Hayling Community Pre-School Committee
<b>Registered person unique reference number</b>	RP909842
<b>Date of previous inspection</b>	27 June 2018
<b>Telephone number</b>	023 9246 6222

Hayling Community Pre-School registered in 1985. It is located in Hayling Island, Hampshire in the grounds of Mengham Infant School. The pre-school is open from 8.30am until 4pm, Monday to Friday. It operates term time only. The pre-school provides funded early education for two-, three- and four-year-old children. The provider employs 13 staff. Of these, one holds an appropriate early years qualification at level 4, five hold qualifications at level 3 and two at level 2.

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