

Hampton in Arden Pre-School



Scout & Guide HQ, Shadow Brook Lane, Hampton-in-Arden, Solihull, West Midlands B92 0DQ

Inspection date	13 December 2018
Previous inspection date	11 July 2014

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

This provision is good

- Staff use their observations and assessment of children's learning effectively to plan and provide activities that challenge them successfully. Staff continually offer strong support, and children make good progress.
- The relationships that staff build with the children are very good. On arrival children separate happily from their parents. Staff agree a settling-in period with parents in accordance with their child's needs. This helps children to feel emotionally secure when care in the setting begins.
- Partnerships between the staff and parents are very good, ensuring that they continually share information in order to meet children's care and learning needs.
- Staff successfully interpret some younger children's non-verbal forms of communication, while supporting them well in beginning to say single words and then put words together.
- Leadership and management are effective. An experienced manager appointed at the beginning of the autumn term is working effectively in co-management with the former deputy. They are reviewing the provision in order to identify priorities for improvement. They welcome guidance provided by representatives of the local authority.
- On occasions, staff do not give children enough time to put their own thoughts into words when questions are asked of them.
- Staff do not fully consider ways to support children's learning about similarities and differences, for example, with regard to cultures, traditions and beliefs beyond their own experience.

What the setting needs to do to improve further

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

- enhance practice for supporting children's thinking skills, for example, by consistently giving them more to put their thoughts into words when questions are asked of them
- improve practice for teaching children about similarities and differences, for example, with regard to cultures, traditions and beliefs beyond their own experience.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held meetings with the manager and discussed teaching practice with her.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of parents' views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Procedures for recruitment, selection, staff suitability and induction meet requirements. Staff are aware of the signs of abuse and neglect, and the local procedures to follow if they are concerned about a child. They are aware of the procedure to prevent a child being drawn into situations that put them at risk from harm. The indoor and outdoor premises are safe and secure and staff are aware of their responsibilities to continually supervise children. The recently appointed manager is experienced in providing coaching and guidance that helps staff to improve their teaching skills. She is supporting staff in observing the practice of their colleagues and then providing feedback in order to share best practice ideas across the team. Parents are very happy with the provision. They share complimentary comments about the staff, say that communication is very good and appreciate the welcoming environment.

Quality of teaching, learning and assessment is good

Staff challenge and support children effectively so that they acquire skills and develop a capacity to learn in order to reach the next steps in their development. They ensure that they are aware of children's starting points for learning, using information obtained from parents and their own initial assessments. They then continue to observe, assess and use parents' information to plan for future learning. Children practise their good handling skills in a variety of ways. For example, they engage in role play in 'Santa's workshop' and wrap up boxes, pretending that there are presents inside. Some children are able to use scissors to cut sticky tape. Young children develop good hand and eye coordination as they hammer plastic nails into polystyrene blocks, pretending to make toys.

Personal development, behaviour and welfare are good

Staff create a warm and welcoming environment for children and their parents. Children are happy, settled and secure. Staff promote children's self-esteem effectively, for example, through acknowledging and praising their efforts and achievements. They support children well as they learn to consider others, share and take turns. Children are physically active. They enjoy exploring for small creatures in the large outdoor play area and talk about a newt that they recently found. Children develop an understanding of dangers and how to keep themselves safe. For example, they learn how to hold and use scissors safely.

Outcomes for children are good

Children make good progress in readiness for the move on to school. They confidently make decisions about their play and learn to manage simple tasks for themselves. For example, they serve their own snack and put on coats and boots before playing outside. Children count while they play. They make marks in different ways, and pencil control is developing well. Older children describe their drawings and say that they are writing while they make small marks.

Setting details

Unique reference number	250053
Local authority	Solihull
Inspection number	10069745
Type of provision	Sessional 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	24
Number of children on roll	16
Name of registered person	Hampton in Arden Pre-School Committee
Registered person unique reference number	RP910524
Date of previous inspection	11 July 2014
Telephone number	07527006386

Hampton in Arden Pre-School registered in 1993. The pre-school employs four members of childcare staff, of whom one co-manager holds qualified teacher status, another co-manager holds an early years qualification at level 3 and other staff hold appropriate teaching assistant and early years qualifications at level 2 and level 3. The pre-school opens from Monday to Thursday during term-time only from 9.15am to 12.15pm. It provides funded early education for two-, three- and four-year-old children.

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