

Hobbyhorse Pre-School

London Road, Stony Stratford, MILTON KEYNES MK11 1JH



Inspection date	18 January 2019
Previous inspection date	10 May 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

This provision is good

- The manager and provider have high expectations and drive further improvement in the pre-school. For instance, they ensure that precise action plans are in place with targets and timescales for achievement.
- The manager has taken appropriate steps to improve monitoring of staff practice since the last inspection. She conducts robust supervision and appraisal meetings. This is helping to raise the quality of teaching.
- Staff build strong partnerships with parents. For instance, when children start pre-school they involve parents in establishing children's starting points. The manager develops successful methods of communication, such as a termly newsletter, daily noticeboard and home-link book. Parents report that these help to keep them well informed about their children's experiences and learning at pre-school.
- The quality of teaching is strong. Staff ensure that children have access to a wide variety of indoor and outdoor learning opportunities. They promote children's understanding of the natural world well. For example, children become 'early explorers'. They experience regular hands-on learning in a woodland environment, and they hunt for insects and search for natural resources to use in their learning and play.
- Staff support children to express their own opinions confidently. For example, children vote indicating their own activity preferences. Staff use children's views to plan exciting and motivating activities.
- Children make good progress. They are well prepared for the next stage of their learning.
- Although managers and staff monitor the progress of individual children well, they are not fully comparing the progress of different groups of children.
- At times, staff do not promptly help children to understand the consequences of their behaviour choices, and the rules and boundaries.

What the setting needs to do to improve further

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

- consider how to develop procedures for comparing the progress of different groups of children and help all children make rapid and sustained progress
- review strategies to promptly support children to fully understand the rules and boundaries of the pre-school.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact of this on children's learning.
- The inspector carried out a joint observation with the manager, and met the chair of the committee.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, such as policies, planning, children's assessments, and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents, staff and children at appropriate points during the inspection.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand their individual responsibilities to keep children safe and protected from harm. They know the procedures to follow should they have a concern about a child in their care. Staff plan, manage and review risk assessments well. For example, they consider and minimise risks they identify when using the outdoor woodland area. This helps to ensure 'early explorer' outings are safe for children. The manager has a positive attitude to professional development. For instance, she ensures that staff have the opportunity to observe each other regularly and share good practice. Staff have recently completed dental health and healthy eating training. They share their knowledge about healthy food choices with children and their families. This is having a positive impact on children's understanding of healthy eating.

Quality of teaching, learning and assessment is good

Teaching is consistently strong. Staff provide a range of exciting activities. For example, children eagerly explore 'gloop' with their hands, feeling the mixture as it drips between their fingers. Staff encourage them to describe how the 'gloop' feels. Children use different tools to scoop and pour 'gloop' into different sized containers. Staff explore the meaning of new words with children, such as 'full' and 'empty' as they investigate. Staff know their key children well. They share progress information with parents in different ways, including through parent consultation meetings and home-link books. With permission from parents, staff also share information with other settings that children attend. This helps children to make good progress. Staff provide resources for parents to use to support their children's learning at home. This is helping to develop children's physical skills. For instance, staff send home a physical development activity bag. This includes dancing ribbons, threading and lacing activities for parents to use with their children.

Personal development, behaviour and welfare are good

Staff support children well to develop the skills needed to manage their own hygiene and self-care skills. For example, they focus on a 'self-care skill of the week' and teach children skills, such as how to wipe their nose effectively. Staff give children daily responsibilities and they have a 'helper of the day'. This develops children's confidence. Staff support children's emotional development well. They use 'All about me' forms to find out about children's routines and preferences from their parents. Staff also share photographs and information about themselves, as the child's key person. Parents are able to use these as a talking point with their children. Parent polls, created by the manager, indicate that parents are overwhelmingly positive about the care that their children receive.

Outcomes for children are good

All children make good progress in their learning and development. They learn to balance as they walk along equipment and jump off safely landing on two feet. They dance to music shaking and tapping instruments to the beat. Children use good manners and say 'please' and 'thank you' to others. They begin to develop their independence as they pour their own drinks and chop their own bananas during snack times.

Setting details

Unique reference number	EY478846
Local authority	Milton Keynes
Inspection number	10064861
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	33
Name of registered person	Hobby Horse Pre-School Committee
Registered person unique reference number	RP905202
Date of previous inspection	10 May 2016
Telephone number	01908307585

Hobbyhorse Pre-School re-registered in 2014 at different premises. The pre-school is open Monday to Friday from 8.30am to 1.30pm, during school terms. There is an option for children aged three years and over to stay each day until 2.30pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs nine members of staff, eight of whom work with children. One member of staff holds a qualification at level 6, four staff hold qualifications at level 3 and three members of staff hold qualifications at level 2.

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