

Hawkshead Community Pre School



Hawkshead Esthwaite School, Hawkshead LA22 0NT

Inspection date	1 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Managers, leaders and staff work together seamlessly to uphold the key aims of the provision. They cherish that 'every child counts' and aspire to support children to develop and grow as individuals within a positive and stimulating atmosphere. Children are independent and motivated learners who demonstrate a sheer desire to succeed.
- Staff are committed to 'getting it right for every child'. They work in true partnership with parents and other professionals to support children with special educational needs and/or disabilities (SEND). Highly effective strategies, such as sharing comprehensive reports, coordinating regular team around the child meetings and tailoring learning plans, contribute towards the good progress that all children make.
- Staff place a sharp emphasis on helping children to develop good early literacy skills. Innovative ideas, such as attending theatre productions that link in with well-loved stories, embrace children's love for books and provide opportunities for them to gain an awareness of rhythm and join in with repeated refrains.
- Staff form superb links with the adjoining school and prepare children well for their move. Purposeful techniques, such as inviting children to try school lunches, wear school uniform and visit school each week in the term before they move, help them to gain a sense of what school is like.
- Staff are responsive to children's emotional needs. Inventive ideas, such as creating a more enclosed 'safe space' for younger children to play in, aid their confidence and contribute towards them feeling happy, settled and assured in the pre-school.
- Managers and leaders do not analyse the information from tracking precisely enough to identify, link and support any emerging gaps in learning for different groups of children.
- Occasionally, staff do not intervene promptly enough during play to build on children's ability to identify risks and heighten their understanding of how to keep themselves and others safe.

What the setting needs to do to improve further

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

- analyse the information gained from tracking more successfully and swiftly identify, link and support any variations in the learning outcomes for different groups of children
- strengthen staff interventions and build on opportunities for children to assess their own risks promptly and precisely so that they gain a greater understanding of how to keep themselves and others safe.

Inspection activities

- The inspector observed the quality of teaching indoors and outside, and assessed the impact this has on children's learning and development.
- The inspector spoke with the staff and children at appropriate times during the inspection. She held a meeting with the manager and spoke briefly with one of the directors and a visiting educational psychologist.
- The inspector conducted a joint observation with the manager during a planned activity indoors.
- The inspector looked at evidence of suitability, a record of staff's qualifications and training, policies and procedures, health and safety records, self-evaluation documents and children's electronic learning files.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent feedback forms.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Extensive training and regular updates help to ensure that all staff have a thorough knowledge of child protection procedures. Staff are vigilant. They take effective steps to minimise any potential risks. For example, they ensure that fruits, such as grapes, are cut up safely to prevent the risk of choking, and share information with parents to help keep children safe at home. Managers and leaders recruit staff safely. They invest in staff through regular and effective performance management. Professional development opportunities are customised and relevant to the needs of the children attending. Staff actively encourage children to 'have a voice'. They welcome children to express their ideas on aspects, for example enhancing the role-play areas, to help to stretch their imagination and embrace their wishes.

Quality of teaching, learning and assessment is good

The well-qualified staff observe children closely. They plan a good range of challenging and fun activities that build on children's personal experiences and support what they need to learn next. For example, staff quickly create a role-play hospital outdoors to promote opportunities for children to use their imagination and recreate roles and simple representations of events based on their own experiences. Children use their good knowledge of different occupations and thoroughly enjoy taking on roles, such as a doctor, nurse or patient. They use various instruments, such as a stethoscope, with accuracy. Overall, staff intervene well during play. They provide additional resources to extend learning and introduce children to more complex terms, such as 'dehydration', to aid their developing language skills. Partnerships with parents are superb. Distinct home learning challenges help parents to continue to extend children's learning at home.

Personal development, behaviour and welfare are good

Staff form secure bonds with every child. They create a safe, responsive and tranquil atmosphere that helps children to feel calm, relaxed and happy. Parents comment that the pre-school is 'like one big happy family where children feel at home'. Staff lead by example. Their courteous and respectful natures are filtered through their positive interventions. This contributes towards children completing simple acts of kindness, for example making a complimentary gesture during conversation. Staff promote children's good health. For example, they introduce weekly yoga sessions that help to positively enhance aspects of children's development.

Outcomes for children are good

All children make sustained good progress. Children with SEND demonstrate their enjoyment in experiences through actions, such as singing. They maintain attention during focused one-to-one activities and show an awareness of how simple technology works. Young children are confident to make their own choices about where to play. They readily tackle new challenges and express a desire to complete tasks, such as fastening their own shoes, independently. Older children begin to segment the sounds in simple words and blend these together. They find the total number of objects in two groups by adding these together. Children demonstrate pride in their achievements and readily welcome a 'high five' from staff, who value their good work.

Setting details

Unique reference number	EY541991
Local authority	Cumbria
Inspection number	10089941
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	1 - 11
Total number of places	18
Number of children on roll	31
Name of registered person	Hawkshead Community Pre School Cic
Registered person unique reference number	RP541990
Date of previous inspection	Not applicable
Telephone number	07376 781195

Hawkshead Community Pre School registered in 2017 and is managed by a community interest company. The pre-school employs four members of childcare staff. Of these, one holds an appropriate qualification at level 2, one holds an appropriate qualification at level 3 and the manager holds qualified teacher status. The pre-school is open Monday to Friday, from 8am to 5.15pm, for 47 weeks of the year. Out-of-school provision is provided for older children before and after school and during the school holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

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