

# Hyde Pre-School

Hyde Church Community Centre, Hyde, FORDINGBRIDGE, Hampshire SP6 2QH



<b>Inspection date</b>	6 February 2019
Previous inspection date	26 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The management team and committee have high expectations. They inspire the staff, who demonstrate an excellent and confident understanding of how young children learn.
- Highly effective monitoring procedures are used to track children's progress. This helps to ensure additional support is planned swiftly when children need it. Children make excellent progress from their starting points.
- Staff successfully plan innovative, interesting activities which reflect children's interests and build on their skills and knowledge. Children freely make choices and confidently explore their play environment. Staff encourage children's communication and language skills particularly well.
- Staff develop strong partnerships with parents and professionals. Parents speak very positively about the pre-school. They say it is 'amazing' and 'staff are knowledgeable and supportive'. They comment on how enthusiastic their children are to attend.
- Staff have clear behavioural expectations and are excellent role models. They use patient interaction and routines well to help children learn how to manage their feelings and situations. This enables children to develop their abilities to moderate their behaviour and resolve problems. Behaviour is excellent.
- Children are consistently provided with excellent opportunities to enhance their physical skills, which then enhances their self-confidence and good health extremely well.

## What the setting needs to do to improve further

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

- develop further opportunities to share ideas with parents to enhance children's learning and development at home.

### Inspection activities

- The inspector toured the premises and reviewed resources with the manager.
- The inspector observed the children and staff at play and talked to them about their activities.
- The inspector observed an activity with the manager.
- The inspector discussed the activities, teaching, and leadership and management with the manager.
- The inspector discussed the pre-school with the chairperson and took account of comments from parents.
- The inspector reviewed the certificates, records and documents provided by the manager.

### Inspector

Lynne Lewington

## Inspection findings

### Effectiveness of leadership and management is outstanding

Staff receive excellent support, guidance and training to help ensure their teaching and knowledge meet the high standards management expect. Reflection is used exceptionally effectively to evaluate and develop this high-quality provision. For example, this has led to plans to introduce new ways to further enhance mathematical skills. Staff make informative literature available to support parents, and are planning to share with them a greater number of ideas about how to encourage children's learning at home. Safeguarding is effective. Robust systems help ensure the suitability of staff. Staff know how to recognise and report any concerns about children's welfare. They teach children about potential risks and how to use items safely.

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

Staff recognise the individuality of each child in this vibrant setting. They adapt their interactions superbly to provide an inclusive learning environment where children participate at a level suitable to their needs. For example, in a group game, children benefit as they learn to take turns, others to recall and pronounce words, and others practise their physical skills as they stand, sit and turn. Innovative resources encourage children to demonstrate increasing ingenuity and imagination. For instance, children hear a story that includes bricks and straw, then feel the texture and weight of real bricks and straw. Later they find ways to transport and build with bricks, talking about size and position as they play. Staff skilfully supervise, encourage and extend learning through their thoughtful questions and comments. An enhanced variety of books, including comic annuals, has led to an increased interest in literacy for children who did not initially show an interest in books.

### Personal development, behaviour and welfare are outstanding

Children demonstrate exceptional levels of self-confidence as they freely make choices about their play. They ask questions and listen attentively to the answers. Staff talk to the children about their individual achievements and reward them for their efforts. Children show an increasing awareness of a healthy lifestyle. For example, they explain to others why they must wash their hands before they eat, and that eating fruit is good for their bodies. A sense of well-being is very successfully fostered, particularly through lots of outdoor activity. Children learn about the world around them as they explore the local countryside, grow items in the garden, meet people who help the community and learn about cultural events.

### Outcomes for children are outstanding

Children are exceptionally well prepared for the next stage of their learning. They are increasingly independent, curious and highly motivated learners who thoroughly enjoy investigating all that is on offer. Children learn to share and help each other. They are linking their knowledge to help them successfully complete tasks.

## Setting details

<b>Unique reference number</b>	109834
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063159
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Hyde Pre-School Committee
<b>Registered person unique reference number</b>	RP518002
<b>Date of previous inspection</b>	26 November 2015
<b>Telephone number</b>	07795570041

Hyde Pre-School registered in 1984. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens during term time only. Sessions are from 9am until 3pm on Monday and Wednesday and from 9am until 1pm on Thursday and Friday. The pre-school provides funded early years education for two-, three- and four-year-old children. The pre-school runs a forest school session on Thursdays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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