

Herlington Pre-School

Herlington Community Centre, Orton Malborne, Peterborough,
Cambridgeshire PE2 5PW



Inspection date	6 February 2019
Previous inspection date	25 January 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

- Children form strong attachments with their key person. Staff are kind, caring and interested in what children say and do. Children are happy, settled and enjoy their time in the pre-school.
- Staff know the children well and demonstrate good knowledge of their individual personalities. Good-quality observations and accurate assessments help staff to plan interesting and motivating activities that children enjoy.
- Staff support children with special educational needs and/or disabilities very well. They ensure they forge effective links with other professionals to fully support children's welfare and all-round development.
- Relationships with parents are strong and support a shared approach to children's learning. Staff communicate regularly with them about their children's progress. Parents are very complimentary about the care and attention the staff show their children and the support they receive.
- Children have excellent opportunities to develop and nurture their physical abilities through a range of challenging activities and play equipment in the garden.
- Managers have a clear overview of the progress that different groups of children are making. They regularly review the information and identify any areas for improvement that will help to continually strengthen children's progress and achievement.
- Occasionally, staff overlook opportunities to challenge and extend the learning of the eldest children in activities.

What the setting needs to do to improve further

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

- strengthen the good teaching skills of staff, to further challenge and extend older children's learning during activities.

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 spoke to staff and children during the inspection.
- The inspector completed a joint observation with one of the pre-school managers.
- The inspector held a meeting with the two pre-school managers. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Carly Mooney

Inspection findings

Effectiveness of leadership and management is good

Staff work very well as a team in this large and busy pre-school. Managers understand the strengths of their staff and provide good support, where needed, to help improve skills and boost confidence. Appraisals and regular supervision meetings help to support the professional development of staff and continuous improvement of the setting. Staff are clear about their responsibilities to report any signs that may suggest a child is at risk of harm. They attend safeguarding training to ensure their knowledge is kept refreshed. The arrangements for safeguarding are effective. Robust recruitment procedures help to ensure staff are suitable to work with children. Staff are vigilant about the security of the setting and are deployed effectively to help keep children safe.

Quality of teaching, learning and assessment is good

Key persons skilfully observe children at play and make accurate assessments of their learning. Children are enthusiastic and inquisitive learners. They enjoy the sensory opportunities they are given, such as exploring water, cookie dough mixture and shaving foam. The eldest children confidently use their fingers to thread small beads onto a necklace, helping to strengthen their muscles and developing hand-and eye-coordination. Children are encouraged to use their thinking skills. They solve problems for themselves. For example, children work out that putting extra pieces of dough around their snowman creation will stop it from falling over. Young children hear exciting new words to add to their vocabulary, such as 'enormous and giant', when comparing hand sizes.

Personal development, behaviour and welfare are good

Children are happy and excited to explore their environment. They settle quickly into the pre-school session on arrival and welcome the positive interactions they receive from staff. Children are consistently praised for their efforts and achievements, helping to raise their self-esteem and confidence. Behaviour is good. Children across the pre-school play well together and form close friendships. Older children successfully manage their self-care skills and engage in tasks that help to nurture their independence. For example, children make their own sandwiches for snack and are encouraged to zip up their coat for outdoor play. Staff provide appropriate first-aid treatment swiftly in the event of a child having an accident.

Outcomes for children are good

Children make good progress in relation to their individual starting points. Additional funding is used sensibly to help meet children's needs. Children listen attentively and follow instructions well. They learn to identify letters and make good attempts to write their name independently in role play. Children develop a good range of key skills that are needed for the next step in their education.

Setting details

Unique reference number	256771
Local authority	Peterborough
Inspection number	10093778
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	155
Number of children on roll	162
Name of registered person	Herlington Pre-School Committee
Registered person unique reference number	RP517225
Date of previous inspection	25 January 2016
Telephone number	01733 390115

Herlington Pre-School registered in 1979. The pre-school employs 35 members of childcare staff. Of these, 28 hold appropriate early years qualifications from level 2 and above. The pre-school opens from Monday to Friday for 50 weeks a year. Sessions are from 7.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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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