

# Hatchell Wood Pre School

Plumpton Park Road, Doncaster, South Yorkshire DN4 6SL



<b>Inspection date</b>	2 May 2019
Previous inspection date	5 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 recently appointed and well-qualified manager is establishing a clear and positive direction for the pre-school's future development. She is well supported by the management committee and experienced staff who have maintained the good quality of provision through a period of unanticipated leadership changes.
- All groups of children make good progress from their individual starting points throughout their time in pre-school. Staff make good use of additional funding to ensure children address any gaps in their learning.
- Staff plan creative activities to engage children's curiosity and build on their interests. For example, they help children create their own boat by threading rope through large milk crates so they can escape from the sharks in their outdoor role-play adventure.
- Staff keep children safe and secure. They create a warm and caring ethos where children are valued and respected. Children are positively supported to behave well and to consider the needs of others.
- Staff work very closely with parents. Parents are very appreciative of the care and guidance staff offer them. They strongly recommend the pre-school.
- The staff have very strong links with the host school. They have made very good use of joint training and development initiatives to help children make a strong start to their school experience.
- Very occasionally, staff do not make full use of their knowledge of children's achievement to sharply identify key next steps in their learning.
- The leadership team does not make maximum use of the good range of first-hand information it is gathering on all aspects of teaching and learning to raise the quality of provision to even higher levels.

## What the setting needs to do to improve further

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

- build on the good assessment procedures to identify more precisely the most important next steps for children to achieve even higher standards
- strengthen the procedures to fully evaluate all aspects of the quality of provision and plan challenging but achievable targets for the pre-school's future development.

### 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 children and staff.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and members of the committee. He looked at relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views expressed in questionnaires.

#### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff are well trained in current child protection procedures, including recognising signs that children may be influenced by extremist views. Staff are deployed well to carefully supervise children throughout the day. They ensure that children always play in a safe and secure environment. The leadership team ensures that the majority of staff are qualified in paediatric first aid. The new manager is very reflective and has quickly established good relationships with staff. Staff share the manager's ambition for all children to make strong progress and develop a love of learning. Staff take good advantage of training and opportunities to share new ideas to strengthen the quality of provision. This has had a positive impact, for example, on supporting children with special educational needs and/or disabilities.

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

Staff make good use of detailed information from parents to accurately assess children's individual starting points. They provide rich and varied activities to help children acquire the skills they need for their future learning. For example, they help children to solve problems when they create pirate treasure maps to find the treasure box hidden in the garden area. Staff help children to build on their interests and make links between different aspects of their learning. For instance, children enjoy choosing which nursery rhymes and songs to sing based on the toy insects and animals travelling on the bus they pass around the group. Staff frequently praise children's success and ask skilful questions to help children think deeply. Staff consistently help children to extend their vocabulary and language skills.

### Personal development, behaviour and welfare are good

Staff build strong relationships with children and their parents. The role of the key person is well established. This contributes to the smooth start that children make in their educational experiences. Staff successfully support children to develop their social skills and gain confidence in their own ability. They support children with regular and purposeful praise and guidance, and show respect for their work through the attractive displays around the rooms. Staff encourage children to appreciate how to live healthily. They provide many opportunities for children to be physically active, including regularly dancing to music in the classroom or developing their climbing and balancing skills. Children are encouraged to be independent and to take managed risks such as using knives to prepare their own snacks.

### Outcomes for children are good

Children count accurately and recognise several two-dimensional and some three-dimensional shapes. Children, including those who speak English as an additional language, strongly develop their ability to follow a conversation and make pertinent and interesting comments. They follow stories closely and anticipate what the characters in the book will do next.

## Setting details

<b>Unique reference number</b>	318086
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10072856
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Hatchell Wood Pre School Committee
<b>Registered person unique reference number</b>	RP520629
<b>Date of previous inspection</b>	5 January 2016
<b>Telephone number</b>	0794 627 9311

Hatchell Wood Pre School registered in 1993. The pre-school employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3 or above. The manager holds a level 6 qualification. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.45am to 11.45am and from 12.30pm to 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

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