

Harefield Community Pre-School



Harefield Primary School, Yeovil Chase, Southampton, Hampshire SO18 5NZ

Inspection date	10 July 2019
Previous inspection date	24 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 managers support the professional development of practitioners well, observing their teaching and developing their practice through giving them verbal feedback. This upskills practitioners and enhances the teaching that is delivered to children.
- The managers reflect on practice and the overall experience children receive at the setting. They gain the views from children, parents and practitioners. This leads to the setting continually developing, ensuring children receive good-quality care and education.
- Practitioners form good bonds with children, which makes them feel safe and secure. This contributes to the positive behaviour children display.
- Children develop good foundations for learning. For example, they are encouraged to be physically healthy, build on their social interactions and develop their confidence and self-esteem.
- Parents speak highly of the support their children receive. They feel that practitioners support children well through their development milestones, such as toilet training and preparation for school.
- Key persons do not thoroughly assess what children know and can do when they first start at the setting. At times, this hinders how practitioners monitor children's progress from the very beginning.
- Although practitioners monitor progress, they do not do this closely enough to precisely understand the progress that all children are making between their ages and stages of development.

What the setting needs to do to improve further

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

- strengthen the key-person system to further support children when they first start at the setting and to enable their starting points to be assessed more precisely
- review monitoring procedures of children's development to analyse more precisely children's progress.

Inspection activities

- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector completed a joint observation with the manager to discuss and evaluate practice.
- The inspector sampled documents, including safeguarding procedures, staff suitability checks and children's development records.
- The inspector spoke to parents, staff and children and took into consideration their views.
- The inspector tracked children's learning and development from their starting points to view progress made.

Inspector
Hayley Doncom

Inspection findings

Effectiveness of leadership and management is good

The managers have a good knowledge of the curriculum and use this to support the development of their team. They utilise the skills of the team to develop the setting further. For example, practitioners have attended a music course. They found this extremely beneficial and developed a 'rhyme basket'. This has had a positive impact on children's ability to express themselves through music. The management team has effective recruitment procedures in place that help to ensure the ongoing suitability of practitioners. Safeguarding is effective. The managers take the lead roles for safeguarding in the setting. They have a robust understanding of their responsibilities in keeping children safe. Practitioners have a sound knowledge of the signs and indicators of abuse, including how to report welfare concerns.

Quality of teaching, learning and assessment is good

Practitioners complete observations as children play and learn. For example, they provide opportunities for children to attend small focus groups to develop their communication and language along with turn taking. Practitioners have a robust understanding of the curriculum, which promotes a stimulating environment for all children. For example, as part of self-registering for snack, children write their 'signature' or begin to write their names. This develops their physical skills and supports their positive self-esteem. Practitioners provide children with a language-rich environment and use every opportunity to extend their vocabulary. For example, during circle time children talk about the days of the week and are encouraged to think of other words with the same letters or sounds. This supports their early literacy skills well.

Personal development, behaviour and welfare are good

Children develop their independence and show an eagerness to do things for themselves. Younger children spread their chosen topping on their crackers, while older children are supported to learn how to tie their shoelaces. Practitioners explain to children how they need to create 'rabbit ears' with the laces. Children find this fun and have a go at doing it themselves. Children show delight as they play together, balancing along planks and jumping through hoops in the garden. This develops their health and well-being as well as their coordination. Children are supported well to take care of their personal hygiene. Younger children use tissues to clean their noses and older children develop independence in getting themselves changed.

Outcomes for children are good

Children are motivated to learn and are prepared well for the next stage of their learning, including school. Children with special educational needs and/or disabilities are sensitively supported. For example, they understand when something has 'finished' and they are able to move on. Younger children develop their physical strength when squeezing paint onto trays to begin their chosen activity. Older children develop their pre-writing skills as they make marks using paintbrushes in coloured sand.

Setting details

Unique reference number	EY233403
Local authority	Southampton
Inspection number	10108537
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	45
Number of children on roll	90
Name of registered person	Harefield Community Pre-School Committee
Registered person unique reference number	RP905252
Date of previous inspection	24 June 2015
Telephone number	02380 471134

Harefield Community Pre-School registered in 2002 and is located in the grounds of Harefield Primary School, in Southampton. It is open each weekday from 8.30am to 3.30pm, during school term time. The pre-school receives funding for early education for two-, three- and four-year-old children. The committee employs 12 members of staff, 11 of whom hold relevant early years qualifications. The manager holds a level 4 qualification in early years education.

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