

Inspection of Heckington Pre-School

Howell Road, Heckington, Sleaford, Lincolnshire NG34 9RX

Inspection date: 11 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

The pre-school is in the heart of the village. Children have unique opportunities to develop a strong sense of belonging within the local community. With staff, the children buy snack foods from the nearby shops and borrow books from the library. Children develop good social skills as they make friends with a diverse range of local people.

Children come to the pre-school with different skills and experiences. They benefit from an ambitious curriculum that changes in line with their current interests. Children become fully engaged in their play with support from the staff, who have high expectations for every child. This includes those receiving additional funding, children who speak English as an additional language and children with special educational needs and/or disabilities (SEND). Children are independent and develop high levels of confidence and self-esteem. Furthermore, children behave well and follow rules and boundaries. They enjoy their time at the pre-school and demonstrate they feel happy, independent and safe.

Children enjoy using the attractive range of resources. These have been carefully considered by staff to provide children with open opportunities to learn. For example, when children use shaving foam to make marks, they independently press the button on the canister to get the foam out and describe the smell.

What does the early years setting do well and what does it need to do better?

- The manager closely tracks and monitors the progress that children make. This helps to ensure children make progress across the whole curriculum. Staff identify potential gaps in children's learning and provide additional support if required. There is a targeted approach towards the future learning of children. This includes those children with SEND, and those who receive additional funding. Strong professional partnerships and good information sharing with other agencies support these children to reach their full potential.
- Staff get to know children's individual personalities well. Children are confident learners and have positive levels of well-being. They are keen to engage staff in their play. However, at times, staff do not recognise opportunities that arise to extend children's thinking and problem-solving skills. For example, staff complete tasks themselves rather than challenging children to find their own way.
- Children have many opportunities to play outdoors and to be physically active. They learn to ride bicycles and kick and catch balls. They have a growing awareness of their own abilities. Children take part in sensory activities in the garden. For example, they become excited as they make mud pies and use water and brushes to paint the shed, reaching as high as they can.

- Children's language development is supported well by staff. Older children engage well and eagerly contribute when staff ask them questions about a story they are reading. Staff encourage children to sing and copy the actions to familiar rhymes. Staff help to promote children's vocabulary well and teach children new words. For example, they introduce 'implement' and 'waterfall' as children explore the shaving foam and tools. Staff support children who speak English as an additional language effectively.
- Staff use highly effective methods to manage children's behaviour. They respond to children calmly and help them learn to resolve conflict themselves. They talk to the children about how to manage turn taking and sharing. Staff make good use of a sand timer which helps children to work out how long it is until their turn.
- Staff draw upon resources in the local community well. This provides children with interesting learning opportunities, which they might not otherwise experience. For example, they meet and talk to care home residents and attend events at the local school. This helps children to learn about the wider world.
- Staff work well with parents to help children settle quickly. Parents state that staff are friendly and that they feel confident leaving their children. They appreciate the information they receive about what their children do daily. However, some parents are not sure what their child's next steps in learning are, so that they can support them to achieve at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have developed a strong culture of vigilance to safeguard children's welfare. All staff are aware of how to identify and report any concerns they may have regarding the children. The manager has strong partnerships with a wide range of professionals to ensure children consistently receive the support they need. Staff are deployed well within the pre-school and constantly risk assess the environment to ensure children are safe and secure. Children learn how to keep themselves safe, such as correctly holding scissors when they walk and how to use knives properly when cutting food up.

What does the setting need to do to improve?

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

- provide children with further challenges, particularly in solving problems themselves, to extend their learning even more
- strengthen communication and partnerships with parents further, to help engage them in their children's learning and provide consistency between the setting and home.

Setting details

Unique reference number	EY268241
Local authority	Lincolnshire
Inspection number	10130467
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 to 4
Total number of places	26
Number of children on roll	50
Name of registered person	Heckington Pre School Playgroup Committee
Registered person unique reference number	RP521610
Telephone number	01529 469 567
Date of previous inspection	2 February 2016

Information about this early years setting

Heckington Pre-School registered in 2011 and is located in Heckington, Lincolnshire. Staff follow the High Scope philosophy. The pre-school employs 13 members of childcare staff. One holds a qualification at level 5, two at level 4, six at level 3 and one at level 2. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with English as an additional language and children with SEND.

Information about this inspection

Inspector

Sharon Waterfall

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 completed a learning walk with the manager of the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection 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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