

Inspection of Harbury Pre School

The Wight School, High Street, Harbury, Leamington Spa, Warwickshire CV33 9HW

Inspection date: 6 March 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are thriving in this pre-school. Staff are kind, warm and welcoming towards children. This helps them to feel safe and quickly settle into their day. The curriculum is very well planned and ambitious to meet the current needs of the children attending. Staff have high expectations of what each child can achieve. Children show excitement and are keen to take part in activities which draw on what they already know. They show positive attitudes towards learning and are eager to take on further challenges. This helps them to develop their knowledge even further. As a result, children are making more than typical progress from their starting points. They are developing the skills they need and more, in preparation for their eventual move on to school. Children are highly engaged in activities that are planned for them. They wait patiently as anticipation builds when they prepare a pond scene for their counting activity. They sing a familiar song and practise their skills to do simple sums, adding and subtracting the 'speckled frogs' from their logs. Older children recognise the numerals instantly to match the numbers. Children behave exceptionally well. Staff are excellent role models who help them to understand the feelings of others and what they can do to make their friends feel happy.

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

- The manager and staff are extremely passionate about the work that they do. They know each child very well in this inclusive setting. They ensure that all children receive the right support early to help to narrow any gaps in their development so that they quickly catch up.
- Children develop strong independence skills. They learn to manage their own personal care needs from a very young age. Children readily use the bathroom and wash their hands well. They put on their own coats and shoes with little support, in readiness for playing outdoors.
- Opportunities for children to develop their physical skills are continually well promoted. Children have fun and happily take on challenges, such as walking along balance beams and climbing over structures. They willingly try and try again, and staff are quick to celebrate their achievements.
- Children develop positive relationships and make friends easily with others who attend. They work together on chosen tasks. For example, they build intricate three-dimensional structures following the instruction plans they have. They find the right colours and sizes and take turns to add the shapes. They stand back proudly with staff to look at their creations.
- Children receive a very high quality of education. Staff have a clear understanding of each child's learning needs. Accurate assessments of their development are used routinely to plan precisely for what they want children to achieve next. Parents regularly receive these detailed plans for activities which

show what the staff intend for children to learn. Parents say that these plans help them to talk with their children about what they have learned. Parents speak very highly of the care their children receive and report that their children are making remarkable progress while attending.

- The environment is bright and full of stimulating resources and experiences which draw children in. Children access the resources that interest them and regularly seek to involve staff in their play. Children play in soapy water where they 'wash up' dishes and cups, and staff help to dry. Children form strong attachments with their key persons and other staff. Staff model communication skills exceptionally well. They use their skills to ask open questions that challenge children to think and give ample time for a response. Children are becoming skilled talkers and use eloquent language to express themselves and talk through what they are doing. They use their imagination outdoors as they play 'shadow ninjas'. Staff help children to think about who has the tallest shadow.
- Children are offered a wealth of additional experiences while attending the pre-school. For example, they go on regular visits with elderly people in the community, and go on nature walks throughout the year to learn about and discuss the changes in the environment. They have many opportunities to learn about other cultures beyond their own, through the celebration of different festivals, stories and activities. This helps them to begin to understand that they are unique and to respect the similarities and differences in others.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff keep their knowledge up to date and have a robust understanding of the signs and symptoms that may indicate a child is at risk of abuse. They have a secure knowledge of the procedures they must follow in the event that concerns arise about a child's welfare. They are clear about what they must do if they have concerns about an adult working with children. The manager follows safer recruitment guidelines and ensures the ongoing suitability of staff is regularly checked. Staff make routine checks in the play environment and check resources to minimise any risks to children and keep them safe.

Setting details

Unique reference number	200616
Local authority	Warwickshire
Inspection number	10072469
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	15
Number of children on roll	17
Name of registered person	Harbury Playgroup Wight School Committee
Registered person unique reference number	RP911461
Telephone number	07833 597973
Date of previous inspection	26 May 2016

Information about this early years setting

Harbury Pre School has been operating since 1972. The pre-school employs six members of childcare staff, all of whom hold early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- A learning walk was conducted by the pre-school manager for the inspector to learn about how the environment is arranged and how the curriculum is organised.
- The inspector and the pre-school manager completed a joint evaluation of an activity. The inspector observed the quality of teaching during the inspection.
- The inspector spoke to parents, staff and children at appropriate times during the inspection.
- A meeting was held between the pre-school manager and the inspector. The inspector reviewed documentation, including policies and evidence of the suitability of those working with the children.

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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