

Inspection of Harpole Pre-School

Old School Hall, School Lane, Harpole, Northampton, Northamptonshire NN7 4DR

Inspection date:

13 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children receive the best possible start to their education at this pre-school. Children behave exceptionally well. They learn about how to behave, as practitioners talk to them about 'kind words, listening ears and walking feet.' Children form strong friendships as they play cooperatively together. They enjoy making and serving ice creams for each other in the outdoor playhouse.

Children are highly motivated to explore their environment and have a positive attitude to learning. They become deeply engaged in their play with the wealth of stimulating resources, both indoors and outdoors. For instance, they make marks on light boards, developing their hand strength in readiness for early writing. Children delight as they pour coloured rice into containers, developing their understanding of early mathematical concepts, such as volume. Children develop a passion for books. They listen attentively and respond to familiar stories as they eagerly recall lines, such as 'hey, bear, are you there?', from the story.

Children feel safe and secure. From the start children develop extremely strong bonds with the caring and nurturing practitioners. Children's characters are developed to build an understanding of what makes them unique. 'Wow stars' are used to celebrate personal achievements from home, and children share their achievement and receive a sticker to acknowledge what they have done. This further raises the already high self-esteem of children.

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

- The curriculum is meticulously planned and embedded across the provision. The highly skilled practitioners have an exceptional understanding of how children learn. Children thrive as their experiences are consistently built on and tailored to their specific needs. As a result, children make outstanding progress.
- The manager is inspirational to the team. She fully supports practitioners to expand on their already detailed knowledge. They receive highly focused professional development which enables them to meet the needs of the children effectively and ensure that the quality of teaching remains at the highest level. Their well-being is paramount to her. Regular well-being sessions provide opportunity for practitioners to get support for any emerging issues. As a result, practitioners feel extremely valued and proud to be a part of this exceptional team.
- The provision provides a language-rich environment. Practitioners ensure that interactions are of a high quality. They build on children's language effectively through discussion and conversations. For instance, practitioners talk to children about the marbles 'rolling' and 'mixing' in the paint as they make pictures. They use song to introduce new language. Young children choose objects from a bag

which represent their favourite songs. They learn signs that relate to the songs they sing. This allows children to become confident in using a wide range of vocabulary, providing a secure foundation for future learning.

- Children show high levels of independence in readiness for school. For example, they skilfully pour their own drinks at snack and wash their plates and cups up after. Practitioners work very closely with schools and parents to support transition. Children visit their local school to familiarise themselves and meet their teacher. As a result, they are completely prepared when they move on to school.
- Children with special educational needs and/or disabilities (SEND) experience excellent care. Practitioners are highly skilled at identifying children who may need additional intervention. Leaders have exceptionally well-developed relationships with outside agencies to ensure there is a collaborative approach to children's learning. The manager is persistent in securing support that children require, such as equipment and therapies. Exceptional efforts are made to make the learning environment accessible for children with SEND. This allows children to have the best opportunity to achieve and make rapid progress from their starting points.
- Practitioners develop excellent relationships with children's families. An extensive range of support is provided to them. For instance, parents have access to workshops on how children play, develop and learn. Parents can fully support children's learning at home, as the children bring reading books, 'busy boxes' and baking bags home on a regular basis. Parents provide highly complimentary feedback about the pre-school, stating that 'There is quite simply nothing compared to what Harpole offers.'

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are paramount. Staff demonstrate excellent awareness of the signs and symptoms of potential abuse and/or neglect. They are clear about how to report a concern. Training provided for staff is extremely effective and helps maintain the highest knowledge and commitment towards the protection of children. Staff remain vigilant and supervise children extremely well. Additional training to help staff use equipment correctly for children with complex medical needs ensures children are kept safe. Robust safe recruitment and vetting procedures are followed to ensure staff working with children are suitable.

Setting details

Unique reference number	2545597
Local authority	West Northamptonshire
Inspection number	10233433
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	47
Number of children on roll	48
Name of registered person	Harpole Pre-School Cio
Registered person unique reference number	2545596
Telephone number	07377876266
Date of previous inspection	Not applicable

Information about this early years setting

Harpole Pre-school re-registered in 2019 and is managed by a Charitable Incorporated Organisation. It is located in the village of Harpole, Northamptonshire. The pre-school employs 13 members of childcare staff. Of these, 10 hold early years qualifications between level 3 and 6. The pre-school opens from Monday to Friday, during term time. Sessions are on Monday from 9am until 1pm, and on Tuesday, Wednesday, Thursday and Friday from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Woodhead

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with staff.
- The manager and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This includes evidence of staff suitability and staff training records.
- The inspector spoke to parents during the inspection and took account of written feedback provided.

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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