

Inspection of Hyde Heath Pre-School

Hyde Heath Infant School, Weedon Hill, Hyde Heath, Amersham, Buckinghamshire
HP6 5RW

Inspection date: 18 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff promote children's independent learning. They plan inspiring activities that children are keen to engage in. Children explore and discover new learning that builds on their prior experiences. They start their own games and invite their friends to join. Children learn about numbers. They create a game to roll a dice and match the numbers rolled to those on number cards.

Children develop their thinking skills as they build with construction blocks. Staff ask children how they manage to keep them standing. Children talk about balancing the blocks and using more to support what they are building. Staff praise children for their achievements, and children show pride.

Children enjoy being creative. They use photo cut-outs of themselves to play imaginatively. Staff join in with the children and offer discussion to extend their imaginations. Children play for quite some time using their cut-outs as props for stories they make up themselves.

Staff prioritise the individual needs of children, providing the support and teaching they need to make the progress of which they are capable.

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

- The manager works well with the staff team to support their professional development. She meets with staff regularly to review practice and discuss training needs, and together they plan a curriculum that engages children's interests. They use assessments well and create exciting activities. Children are quick to engage in these. For example, they create houses from a range of materials for the stick man. This reflects the story they have been reading.
- Staff share information with parents to support children's learning at home. They tell parents about what their children are learning and the progress they are making. They offer ideas of activities parents can do at home. This supports children's learning.
- The manager works well with the school. Children visit the Reception class each week. This supports children to become familiar with a school setting. Children prepare for their next stage in learning. They wave and smile when they see the teachers from the school.
- Staff support children's language and communication through discussion of the stories they read. However, there are times when the level of support for children is inconsistent. For example, staff enthusiastically read children's favourite books, and children enjoy recalling the familiar parts of the story. While the most confident children chat excitedly, staff do not always recognise when to offer more encouragement for other children to join in.

- Children show positive attitudes to their learning through a high level of curiosity and concentration. Staff provide learning opportunities that build on what children already know and can do. Children show excitement as they explore ice and the cause and effect of the cold weather. They learn about the impact of the weather and how the ice has formed overnight.
- Children behave well and show great care for their friends. They learn to negotiate during their play, to take turns, and to share resources. Staff offer support, where needed, to help children regulate their emotions. This helps children to understand how their actions impact others.
- Staff teach children to take appropriate risks and challenges as they play outdoors. Children develop their physical skills. They balance, climb and ride on apparatus in the garden. Children learn about the space around them. They begin to manage their movements to avoid bumping into each other.
- Children develop their independence skills well. Staff encourage children to manage their personal care needs. Children are confident to change by themselves in readiness for play in the garden. They know the importance of handwashing before lunchtime.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to recognise when to offer more encouragement for individual children to join in with discussions, to further develop their language skills.

Setting details

Unique reference number	EY254245
Local authority	Buckinghamshire
Inspection number	10305491
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	26
Name of registered person	Hyde Heath Pre-School Committee
Registered person unique reference number	RP521231
Telephone number	01494 782845
Date of previous inspection	23 February 2018

Information about this early years setting

Hyde Heath Pre-School registered in 2003 and is located in Amersham, Buckinghamshire. The pre-school is in receipt of funding for children aged two, three and four years. The pre-school opens five days a week, during school term time, offering a morning session from 9am to midday and an afternoon session from midday to 3pm. There are six staff who work with the children. Of these, the manager holds a qualification at level 6, one holds qualified teacher status and the other staff hold relevant qualifications from level 2 to level 4.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several 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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