

# Hickling Pre-School

Hickling Village Hall, Main Street, Hickling, Melton Mowbray, Leicestershire, LE14 3AQ



## Inspection date

24 November 2015

Previous inspection date

3 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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

- Leaders, managers and staff have successfully addressed the areas for improvement identified at the last inspection. Consistent and successful teaching methods are used by all staff. Children's good progress is supported well.
- Children form warm and trusting relationships with all staff and are comfortable in the pre-school. They arrive happily, are eager to take part in the activities and enthusiastically explore the indoor and outside spaces.
- Resources are easily accessible and carefully matched to suit the age range of children attending. Children confidently make choices about what they would like to do and they play happily together.
- Children's safety and welfare are fostered. Staff carry out regular safety checks, keep the premises secure and are effectively deployed. Children develop an awareness of how to keep themselves safe. Gentle reminders from staff help them to understand how to use space and resources in a safe way.
- Leaders, managers and staff have a good understanding of the strengths and areas for improvement within the pre-school. The use of well-focused development plans is having a positive impact on the outcomes for children. They have made the most of expert advice and support available and are keen to improve the provision further.

### It is not yet outstanding because:

- Staff do not always encourage parents to share information about what they know their child can do, or help them to extend their children's learning at home.
- Staff have not fully considered different ways to further enhance their own practice.

## What the setting needs to do to improve further

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

- build further on the good partnerships with parents so that they can be more involved in children's learning, both in the pre-school and at home
- extend the range of ways used to enhance professional development that increase the potential to deliver the highest-quality provision and excellent outcomes for children.

### 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 jointly observed and discussed the teaching and learning activities provided.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.

### Inspector

Lucy Showell

## Inspection findings

### Effectiveness of the leadership and management is good

The well-qualified staff understand their joint and individual roles and responsibilities and work well together as a team. They efficiently implement all statutory requirements and meet the needs of all the children. The arrangements for safeguarding are effective. Staff have a thorough understanding of what to do should they have any concerns about children's welfare. Management follow robust recruitment and induction procedures to ensure that staff are suitable to work with children. They are developing effective supervision arrangements to review and monitor staff performance. Staff are increasing their knowledge and skills by completing identified training and conducting relevant research. Regular meetings also provide opportunities for staff to discuss ideas and share good practice. Leaders, managers and staff work closely with parents to identify and set out clear priorities and planned developments. This helps them to focus on areas that will have the most impact on outcomes for children.

### Quality of teaching, learning and assessment is good

Staff have developed their understanding of how to use observations and assessments. They note children's current interests and abilities and plan purposeful learning opportunities that help to move children's learning forward. Staff use their improved knowledge of the different ways that children learn to review the activities and adapt their practice. They effectively ask questions and talk to children in detail about what they are doing. All children actively engage in purposeful activities that encourage them to explore, investigate and regularly try out new ideas. They strengthen their thinking and develop language and communication skills well. Children confidently ask staff for favourite resources and are keen to invite friends and staff to join in their play. Positive partnerships with other professionals or settings which children move on to, such as school, are established. This promotes a collaborative approach and helps children's ongoing progress in the pre-school and elsewhere.

### Personal development, behaviour and welfare are good

Children settle well and form secure relationships with key persons. Staff gather important information from parents to help them understand children's likes, dislikes and any specific requirements. The pre-school is bright and welcoming. Children have plenty of space to play and rest and confidently move around the room. A good range of physical activities, both indoors and outside, is a regular feature of their play. Children make lots of choices and develop good social skills as they share, negotiate and take turns. They grow in confidence and become increasingly independent in taking care of themselves. Staff are close by to supervise children as they cut their chosen fruit and pour their own drinks. Children are well behaved. Staff are good role models and motivate children with lots of praise for their efforts and achievements.

### Outcomes for children are good

All children make good progress given their starting points. They are well prepared for the next stage in their learning, and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	253426
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1000859
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Hickling Pre-School Committee
<b>Date of previous inspection</b>	3 December 2014
<b>Telephone number</b>	07788932829

Hickling Pre-School was registered in 1967. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens each weekday during school term time. Sessions are from 9.15am to 12 noon, with a lunch club continuing until 1pm, on Mondays, Thursdays and Fridays. On Tuesdays and Wednesdays sessions run from 9.15am to 3.15pm. The pre-school provides funded early education for three- and four-year-old children.

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