

# Heydays Pre-School

c/o Four Marks Primary School, Kitwood Road, Four Marks, Alton, Hampshire, GU34 5AS



<b>Inspection date</b>	31 January 2018
Previous inspection date	16 March 2015

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

- Managers know the staff very well. The extensive supervision and development programme helps staff to have a strong understanding of child development. This helps them to ensure children are very motivated and interested in all areas of their learning.
- Managers and staff work very closely with parents, carers and other professionals. This helps children to receive early support if they have difficulties. Children who have special educational needs make very good progress at the pre-school.
- Staff provide exciting opportunities to learn about different places and cultures. Children enjoy learning about polar bears and look forward to joining in with the celebrations for Chinese New Year.
- The staff's consistent approach to managing behaviour is very effective in supporting children to understand boundaries. This helps them to behave well, to learn how to share and be considerate of others' feelings.
- Staff encourage parents to provide detailed information about their children before and when they start at the setting. Regular meetings help parents understand the progress children are making. Children are well prepared for their next stage of learning.

### It is not yet outstanding because:

- Staff occasionally miss opportunities to help children extend and build on what they already know, can do and understand, to help them make even better progress in their learning.
- Staff sometimes miss opportunities for children to develop independence in their self-help skills and learning.

## What the setting needs to do to improve further

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

- provide children with consistent opportunities to extend and build on what they already know, can do and understand, to help them make even better progress in their learning
- provide more opportunities to help children develop greater independence in their self-help skills and learning.

### Inspection activities

- The inspector observed care routines and teaching, and the impact of these on children's learning and development.
- The inspector considered the views of parents and staff at the local school.
- The inspector reviewed a range of documentation, including procedures relating to safeguarding, and other records relating to the children's safety and welfare.
- The inspector carried out a joint observation with the manager, and met the chair of the committee.
- The inspector looked at children's records, and the staff's planning and evaluation of activities, and reviewed how the pre-school shares information with parents.

### Inspector

Heather Rushton

## Inspection findings

### Effectiveness of the leadership and management is good

Determined leadership supports the development of high standards and expectations. The managers know the setting well and constantly strive to improve. For example, the setting works very closely with the local school to support extended transitional arrangements that help children to be very confident and well prepared to go to school. Managers use the views of others and accurately identify how to further develop the extensive opportunities for learning, for example, developing the extended outdoor play area. Managers use the experience of all staff very well. Safeguarding is effective. The managers and staff are very clear about health and safety. They are consistently vigilant to keep children safe, and understand child protection procedures well.

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

Staff provide many exciting opportunities to help children extend and develop their basic skills. For example, they help children to count, to keep the beat when they play the bells. Assessment is very accurate. The managers check the information for every child. Staff use the precise information very well to plan children's next steps in learning. This helps staff to provide good learning experiences to help children make good progress. For example, staff help children to accurately count to 20 when using the tweezers. Staff question children well, encouraging them to be curious about their learning. For example, children use their binoculars to observe birds in the field with a herd of sheep.

### Personal development, behaviour and welfare are good

The learning environment is exceptionally well organised and stimulating. Staff have high standards of what they expect from the children. The celebration of children's work displayed includes exploration of other countries and cultures, including the arctic and Chinese New Year. Children play very well together. They listen and learn from each other. Staff help all children to share and take turns. Children develop their confidence to share within a large group. For example, they confidently talk about swimming lessons they have after pre-school. Children build well on each other's conversations. Staff use their training successfully to develop boys' language very well. This helps boys to be confident with their early reading and writing.

### Outcomes for children are good

Children develop very confidently at the pre-school. They ask and answer questions. They are inquisitive and enjoy learning. Children love books and early writing. They develop a very good understanding of numbers, shapes and measures. They have excellent imaginations. Children's performance in speaking, reading and writing is very strong. Children learn to share well and take turns. Children make good progress from their starting points.

## Setting details

<b>Unique reference number</b>	110332
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1089063
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Heydays Pre-School Committee
<b>Registered person unique reference number</b>	RP900996
<b>Date of previous inspection</b>	16 March 2015
<b>Telephone number</b>	07504 433939

Heydays Pre-School is managed by a committee. It registered in 1972. It operates on the site of Four Marks Primary School in Alton, Hampshire. The setting is open each weekday during school term time only from 9am to 3pm, and Wednesday is only available for three- and four-year-olds. The pre-school employs five members of staff. All staff have early years qualifications at level 3.

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