

Hagley Primary School

Kindergarten



Hagley Primary School, Park Road, Hagley, STOURBRIDGE, West Midlands, DY9 0NS

Inspection date	4 May 2016
Previous inspection date	9 November 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Robust staff performance and development procedures ensure the extremely dedicated and enthusiastic manager and staff are highly qualified, skilled and knowledgeable. Their excellent teamwork and outstanding care and teaching skills ensure children are nurtured, thrive and achieve at the highest level.
- There are excellent relationships with parents. They and staff often discuss children's activities and achievements. Parents look at staff's observations and assessments of their child's progress on a secure electronic system. Parents contribute in many ways to their children's learning and children are delighted when their parents join in activities.
- Children's behaviour is exemplary. Staff clearly express their high expectations of children's behaviour and consistently encourage and praise their efforts. Children readily respond to staff's requests and are keen to take responsibility. They have extremely positive relationships with other children. They share, take turns, help and encourage each other, and celebrate each other's successes.
- Children have an excellent understanding of how to keep safe. Staff encourage children to consider hazards and how to avoid them as they look at pictures and play in the role play kitchen. Staff follow up children's comments about safety issues and together they find toys and equipment for children to use to explain their ideas and experiences.
- The manager and staff inspire children to be highly motivated learners who eagerly join in and want to do well. Through their excellent questions and explanations and innovative use of resources, the manager and staff expertly develop children's understanding. They skilfully help children to make connections between their current experiences and previous learning.

What the setting needs to do to improve further

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

- review the planned changes to provide even more opportunities for children to recognise and link sounds to letters, and evaluate the impact this has on their learning.

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 completed a joint observation of an activity with the kindergarten manager.
- The inspector held a meeting with the manager. She spoke to the provider, who is the headteacher of the school where the kindergarten is located, and to kindergarten staff and children during the inspection.
- The inspector looked at relevant documentation, including improvement plans and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to parents and carers during the inspection and took account of their views. She also took account of the views of other parents from their written feedback to the provider.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is outstanding

The directors, manager and staff thoroughly evaluate the kindergarten's provision. Their well-targeted improvements to activities and resources have enhanced children's physical fitness and enriched their learning outdoors, role play and use of information technology. The provider and manager intend to further develop children's use of sounds and letters. Their excellent links with other agencies ensure highly effective support for children who have special educational needs or disability, or who speak English as an additional language. The manager and staff work closely with other early years providers and the school. They exchange information about good practice, attend training together and successfully help children to be ready for starting school. Arrangements for safeguarding are effective. The manager and staff attend regular safeguarding training and have a thorough knowledge of abuse and neglect. They are vigilant about checking children's welfare and take prompt action when they have concerns about a child.

Quality of teaching, learning and assessment is outstanding

The manager and staff complete precise observations and assessments. These ensure they know exactly how well children are progressing from the time they start and which aspects of their learning to focus on next. The manager and staff skilfully plan exciting and appropriately challenging activities which reflect children's abilities, interests and future learning needs. The manager and staff include rewarding topics such as the current focus on health and safety. Children thoroughly enjoy learning French. They confidently use an increasingly extensive French vocabulary and show how well they can concentrate, learn together and respond to questions. Children also imaginatively develop their own ideas as they put on a play or pretend to be doctors and nurses. They are curious and eagerly investigate different materials such as sand, play dough and soil.

Personal development, behaviour and welfare are outstanding

Children thoroughly enjoy being at kindergarten. The kind, attentive manager and staff reassure and encourage children, who soon settle and eagerly explore the very inviting, well-resourced surroundings. Children become really confident to express their ideas and share experiences. They eagerly respond to opportunities to bring in items from home and readily tell the other children about something they have made or a favourite book or toy. Children are very well cared for, eat healthily and confidently manage different aspects of their personal care and good hygiene. Children relish being outdoors and being active. They become increasingly fit and agile as they safely balance and climb on apparatus and use a selection of wheeled toys.

Outcomes for children are outstanding

Children make outstanding progress in relation to their starting points. This includes children who have special educational needs or disability, or who speak English as an additional language. Additional funding is used very effectively to further develop children's positive relationships and early writing skills. Children are extremely articulate, imaginative and resourceful learners. They count and compare numbers and confidently solve problems. Children enjoy songs and stories and recognise and form some letters.

Setting details

Unique reference number	EY428463
Local authority	Worcestershire
Inspection number	850168
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	3 - 4
Total number of places	40
Number of children on roll	48
Name of provider	HPS Care Limited
Date of previous inspection	9 November 2011
Telephone number	01562 883280

Hagley Primary School Kindergarten was registered in 2011. The kindergarten employs eight members of childcare staff. They all hold appropriate early years qualifications to at least level 3. Three members of staff have qualified teacher status. The kindergarten opens from Monday to Friday during school term time. Sessions are from 8.45am until midday on Monday, Wednesday and Friday and from 8.45am until 3pm on Tuesday and Thursday. The kindergarten provides funded early education for three- and four-year-old children. It supports children who have special educational needs or disability and children who speak English as an additional language. There are close links with the primary school where the kindergarten is based.

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