

# Hilmarton Pre-school Playgroup

Inspection report for early years provision

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<b>Inspector</b>	Rachel Edwards

<b>Setting address</b>	Poynder Place, Hilmarton, Calne, Wiltshire, SN11 8SQ
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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Hilmarton Pre-school opened in 1972 and has operated from Hilmarton Community Hall since June 2007. It is run by a voluntary committee of parents and serves the families of the village and nearby town of Calne. It operates from a playroom and has a cloakroom and toilets accessible to the children. There is an enclosed outdoor play area and daily use of the primary school playground. The pre-school opens Monday, Wednesday, Thursday and Friday during termtime only. Sessions are from 08:45 to 14:45. Children attend for a variety of sessions.

The pre-school is registered on the Early Years Register to care for no more than 24 children at any one time, from two years to the end of the early years age range. There are currently 30 children on roll from two to four years. The pre-school provides funded early education for three- and four-year-olds. There are four staff members working with the children.

There are four members of staff who work with the children. All have at least level three qualifications. There are joint managers, one of whom is a qualified teacher and the other has an early years degree. The setting receives support from the local authority early years team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The well qualified staff provides a friendly and welcoming environment for young children and their families. They know children very well and monitor their development and interests closely, providing a range of interesting and enjoyable experiences that ensures all make good progress. Required policies and records are well maintained and generally implemented successfully to promote children's welfare. An effective partnership with parents and other professionals significantly benefits the children. Since the last inspection, staff and the committee have shown great commitment to raising standards and targeting areas for future development.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the outdoor play area to provide activities that promote all areas of learning and appeal to all children
- adapt or plan craft activities that especially appeal to boys to further encourage their creative development.

## **The effectiveness of leadership and management of the early years provision**

Generally children's safety is given a very high priority. Robust procedures are followed to ensure that all staff and the management committee have undergone the relevant checks on their suitability for their roles. There are clear procedures in place to follow in the event of concerns over a child's welfare and staff are fully conversant with these. However not all staff are sufficiently familiar about what to do if allegations are made against a member of staff, although they have a written procedure for this. Staff are vigilant in keeping children and the environment safe. They effectively identify and minimize risks and take every opportunity to help children learn how to keep themselves safe. The play environment is bright, welcoming and well maintained. It is well organized to encourage children's independence and they benefit greatly from being able to play outside for much of the session. Staff make good use of the rural location to take children on exciting outings, such as fishing in the brook or going on a bear hunt. Resources are good quality and support all areas of development, although organisation of the outdoor play area does not fully support children's play.

The staff and committee are ambitious for the group. Staff have been highly committed to gaining early years qualifications of level 3 and above, which has enabled them to better support children's learning and welfare. They have been persistent, despite difficulties, in getting a safe outdoor play area that children can freely access. They are self critical and follow outside professional advice to help them set realistic targets for future improvement. This positive, enthusiastic approach has led to good outcomes for children.

Staff actively promote equality and diversity within the group. They work closely with parents so that children needing additional support are identified as soon as possible. They are pro-active in sourcing and providing extra help for children when needed, for example, from speech and language therapists. They make effective use of a key person system to ensure that they know each child very well. Staff meet weekly to discuss children's progress and they seek children's views to help them plan experiences that excite and interest each child, including older and more able, to provide appropriate levels of challenge. There is little cultural or ethnic diversity in the local area but staff provide play materials and activities that raise children's awareness of the wider world and encourage them to value differences.

Partnerships with parents and others involved in the children's care are well established and this contributes greatly to children's wellbeing and learning. Parents speak highly of the pre-school. They appreciate the friendly approachable staff and the regular updates on their children's progress. Parents are encouraged to be involved in their children's learning and the staff give them interesting ideas to try at home, such as looking at family photographs to spot similarities and differences. Parents are encouraged to be involved in the pre-school, for example, by serving on the committee, fund raising for new equipment or coming in to talk to the children. Most of the children go on to attend the village school and the pre-school has established good links with them. There are visits from the reception

teacher and staff take children into the school so that they eventually move on without being overly anxious about the change.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress in their learning and development. This is due to skilled staff who guide children's play and question them effectively, encouraging them to think for themselves. For example, helping a child to solve the problem of wet slippers for himself by hanging them in the sun to dry. Staff listen carefully to children and this encourages them to voice their opinions. This helps staff to provide activities that really interest the children. For example, for a recent topic on animals, children asked to include dinosaurs and to go on a bug hunt. Making these choices boosts their confidence and sense of belonging.

Children's language development is well supported, for example they enjoy daily activities that help improve their listening skills. Children speak with increasing fluency and expanding vocabularies. Staff know them well and this helps them talk about things familiar to the children. A popular event is hearing friends talk about the visits of Chocolate Bear to their home or travels on holiday with them. Children become familiar with quite large numbers as they count friends at register time. They begin to use their understanding of numbers and mathematical ideas through play, such as building dens. They become proficient at using the computer through almost daily use of simple programs that support other areas of learning. Children have access to a wide range of craft materials and are given the freedom to create individual works of art. However, some children, notably boys, are reluctant to join in with these activities. Much of the play is child led or unobtrusively directed by staff. This freedom to choose what to play with and where, makes children highly independent learners, full of enthusiasm, curiosity and with the skills they need for future learning.

Children are happy and settled at pre-school and look forward to their day. They have close relationships with the staff who help them feel safe and secure, for example as they enjoy snuggling up for a story on the big floor cushions. They learn to keep themselves safe, for example, using scissors or climbing on large equipment. Children demonstrate a very good understanding about healthy lifestyles. They know which foods are good for them and they warn friends that 'too many sweets will make your teeth fall out'. They enjoy growing their own fruit and vegetables, which encourages them to taste new foods and learn about the natural world. They benefit from playing outside everyday where there is room to run around and use a variety of large equipment.

Children behave exceptionally well. They are sensitive to others needs and play cooperatively, resolving any minor disputes themselves. Staff are excellent role models; they are calm, polite, and provide clear guidance about what is expected and children respond readily to this.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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