

Hackleton Pre School Playgroup

Inspection report for early years provision

Unique reference number 220222
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Inspector Diana Rose

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Type of setting Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hackleton Pre-School Playgroup opened in 1966 and operates from the Dudley Winterbottom Memorial Hall in Hackleton, a village close to Northampton. The pre-school is managed by a committee. Children come from a wide catchment area. The pre-school is accessible to all children and consists of a large hall, a smaller room, a kitchen and toilets and a fully enclosed area for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 9.15am to 11.45am. Four days a week there is a lunch club until 12.15pm and three times a week there is an additional afternoon session until 2.15pm. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 38 children may attend the nursery at any one time. There are currently 29 children who are within the Early Years Foundation Stage. The pre-school provides funded early education for three- and four year olds.

The pre-school employs seven members of staff. Of these, three staff including the manager and deputy hold an appropriate early years qualification and three staff are working towards a qualification. The pre-school receives support from a qualified teacher and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The environment is well organised, both indoors and outdoors, enabling children to have access to a range of good quality play resources. Children are making good progress in their learning and enjoy the welcoming, calm atmosphere. Teaching is rooted in good knowledge of the Early Years Foundation Stage Framework, although, as yet, insufficient staff have appropriate qualifications. There is a strong emphasis on health and safety. Partnerships with parents are a key strength and are significant in making sure that the needs of all children are met. The staff work well as a team and continually strive to evaluate and improve the provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that half of all staff, apart from the manager, hold a full and relevant level 2 qualification, as defined by CWDC (Suitable People) (also applies to the compulsory part of the Childcare Register). 21/11/2011

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

- improve support for children's use of language for thinking
- improve opportunities to develop positive attitudes to diversity with respect to different cultures.

The effectiveness of leadership and management of the early years provision

Staff follow clear procedures should they have any concerns regarding children's welfare. Regularly reviewed procedures, combined with adults' sensitive listening to children, form the foundations of the safeguarding policy. Suitable risk assessments are in place which cover all aspects of the provision. During building works, staff have ensured that safe premises and limited access to children have been suitably managed. Staff have a clear understanding of child protection procedures. All the required policies, procedures and records are in place for the safe management of the provision and are kept up-to-date. Consequently, children are suitably safeguarded. All members of the staff team hold paediatric first aid and food hygiene qualifications and are, therefore, able to act in the child's best interests to ensure health and safety. However, there is a breach in welfare requirements as only three staff have appropriate qualifications. However, this does not have a serious impact on outcomes for children as a further two have already undertaken the majority of the work for their Level 3 qualifications and expect to complete these by the end of the year.

The environment is organised very well to give children access to a full range of activities and play experiences. A good range of resources are available with self-selection to encourage children to make choices and develop their independence. There is an enclosed outdoor space, which is currently being further developed following building works.

The staff team are motivated and committed to providing quality play and learning for the children. They participate in training and gain further qualifications to enable this. Children's individual needs are noted and planned for. Staff have warm, caring relationships with the children that attend. Positive images and activities centred on different cultures give children opportunities to learn about differences, although these are not fully extended. Staff engage children in purposeful play and conversations and, as a result, children are happy, settled and interested to learn.

Parents speak highly of the setting. Their views are taken on board which helps to enrich the provision. They are offered good quality material about the setting and staff and parents regularly share information about each child's dietary, personal care needs, starting points and progress. This all helps the children feel settled and have their needs catered for. The setting offers parents a variety of ways to become involved in their child's learning and this enhances children's progress. Effective relationships with local schools and other professionals involved with the children are firmly established and contribute well to supporting children's welfare and learning.

The manager has a clear vision of good practice which guides the changes that

have been made. She has been able to develop clear lines of communication between her and the staff. Many systems of evaluation are in place regarding the educational programmes, safety, staff development and the service provided and this has led to augmenting the provision.

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

Staff have created a calm and welcoming environment. Good settling in procedures are in place and children's individual care needs are known by their key person from the start. Good quality interactions from staff and well-organised routines enable children to become secure and confident in the setting. Children engage in shared games and activities, learning to cooperate and take turns. As they clutched a sand timer, one child said 'When the sand runs through, it will be my turn to go on the bike'.

Staff apply clear and consistent boundaries and praise children so that they develop knowledge of what is expected of them. Key people use sensitive strategies to remind children what is acceptable, for example by saying 'You have a lovely loud voice but now it is time to use a quieter one'.

Staff have established good systems to help children adopt healthy lifestyles. Healthy snacks are provided and the children have opportunities to develop independence choosing milk or water and what they wish to eat. Children learn good hygiene, knowing their hands must be washed after the toilet and before eating food. New washing facilities within the hall have helped promote this. They hear about road safety from a visiting policeman and are reminded about slipping on the wet surface when playing outside.

Children make independent choices to select from a range of activities available both inside and outdoors. They treat toys and equipment with respect, showing a sense of responsibility. They find their own names as they self-register and are given opportunities to write them on their own work as well as on 'letters' which they write in the post office. They enjoy listening to stories in small groups. They are given an awareness of size as they play with mathematical toy bears and with varying size buckets in the water outside. They enjoy balancing numbers and recognising numerals on the number tree. They use their imagination as they play with pasta and experiment with the speed of cars as they let them down different slopes of guttering. Children are fascinated by digital timers and use a programme on the laptop. They are encouraged to create their own ideas, choosing items from the craft trolley to use in their pictures, and playing instruments. They enjoy singing Christmas songs together in preparation for the end of term concert. Children's spatial awareness is promoted as they tackle jigsaws, throw balls into the netball goal, and cycle backwards and forwards.

Staff have a good knowledge of the Early Years Foundation Stage. Regular observations of children are used to plan next steps so that activities are not only influenced by children's interests, but also identified learning needs. Parents are actively encouraged to share information on children's learning and development

at home, including starting points. This is evaluated in children's Learning Journeys and this partnership enhances children's progress.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualifications and training). 21/11/2011