

Hackleton Pre School Playgroup



Dudley Winterbottom Memorial Hall, Chapel Lane, Hackleton, Northampton,
Northamptonshire, NN7 2AH

Inspection date	25 June 2015
Previous inspection date	7 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children benefit from staff's good quality teaching. Staff plan a good range of activities that take full account of children's interests and suggestions. This results in children being excited and keen to take part.
- Children's communication and language are developing well. Staff plan activities that promote lots of conversation, such as puppets and action figures.
- Children clearly show the strong relationship they have with staff because they are confident to talk to them, asking for assistance when needed.
- Strong partnerships with parents, other professionals and schools ensure that each child has their needs met and they receive a consistent approach.
- Children are supported to develop skills for their future learning. They are independent, confident and make choices and decisions. This means children are well prepared for moving on to school.
- Management and staff work well together. They continually reflect on their service to ensure all children's needs are met and identify their priorities for future improvement.

It is not yet outstanding because:

- There are fewer opportunities for children to develop their reading and writing skills in the outside play areas.
- Occasionally, staff do not encourage children to consider how to resolve disagreements between themselves.

What the setting needs to do to improve further

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

- build on the opportunities for children to enhance their reading and writing skills when playing outside, for example, by providing clipboards, paper and a variety of writing materials alongside the resources and activities
- strengthen discussions with children to help them learn how to work alongside others companionably by resolving minor conflicts for themselves.

Inspection activities

- The inspector observed activities in the playroom and in the pre-school garden.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and the business manager and with two members of staff.
- The inspector spoke with a number of parents during the inspection and took account of their views.
- The inspector checked evidence of the suitability of staff working in the provision and looked at a range of documentation, such as planning, children's assessment records and the self-evaluation document.

Inspector

Melanie Eastwell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The staff team have a good knowledge of how children learn. They use effective assessments and planning to ensure children are provided with interesting activities that challenge them to make good progress. Children have plenty of opportunities to develop their reading and writing skills inside. However, there are fewer resources available for children to do this in the outside play area. Children thoroughly enjoy the staff's interaction during their activities. They talk to them and show a genuine interest in what they are doing. Staff take note of children's ideas during the session and these are implemented immediately or added to the planning. Parents are encouraged to be fully involved in their child's learning. They report that the suggestions they bring from home are also promptly included in the planning. Pre-school sessions are organised to ensure children have plenty of time to become immersed in their chosen activities, to experiment and to play. This results in children being able to extend their own ideas because they remain engaged and focused on what they are doing.

The contribution of the early years provision to the well-being of children is good

Children benefit from staff's knowledge of their individual needs. Staff work closely with parents from the outset to enable children to settle in and continue to feel safe and a sense of well-being during their time at the pre-school. Children's independence skills are promoted well. They choose freely from the activities and resources and are able to move items around to enhance their games. Children serve themselves and pour their own drinks at snack time. Older children get changed into their sports kit ready for physical activities. Children behave well. They listen to staff during group times when they are reminded about the expectations for behaviour. Staff are very good role models for the children. They speak to them on their level and clearly explain why certain behaviour is not acceptable. However, on occasions, staff do not extend discussions with older children to help them think about ways they can resolve conflicts for themselves.

The effectiveness of the leadership and management of the early years provision is good

The management and staff team are well organised and show a clear commitment to providing good quality care and learning for the children attending. Effective arrangements are in place for recruiting new staff. Regular supervision and checks on staff's performance lead to a good level of consistency of their practice. Staff are encouraged to attend training courses and to work towards qualifications. The manager and staff report the significant increase in confidence this extra knowledge brings, which in turn has a positive impact on children's learning. Children's safety is given high priority. Staff are deployed well. They maintain very close supervision during activities and during arrival and departure times. Staff demonstrate a secure understanding of the procedures to follow if any safeguarding concerns arise and refresh their knowledge through training.

Setting details

Unique reference number	220222
Local authority	Northamptonshire
Inspection number	871269
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	47
Name of provider	Hackleton Pre-School Playgroup Committee
Date of previous inspection	7 November 2011
Telephone number	07902286411

Hackleton Pre School Playgroup was registered in 2000. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday, term time. Sessions on Mondays, Thursdays and Fridays are from 9.15am until 2.45pm. On Tuesdays and Wednesdays sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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