

Hackleton Pre School Playgroup

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



Inspection date	20 April 2018
Previous inspection date	25 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The pre-school is welcoming and friendly. Children and their families feel that they are part of a community and that they are valued and listened to. Children skip into the hall happily each morning and begin exploring and playing with their friends quickly. Staff talk to parents and exchange information about children's well-being and home life.
- The pre-school is led well. The senior management team works very well together, complementing each other's skills and knowledge. They are ambitious and keen to ensure that the pre-school is run to a very high standard.
- The well-qualified staff are kind, caring and considerate. They genuinely enjoy playing and interacting with children and sit for long periods of time making and rolling play dough with them. There are a range of other toys and resources which is regularly rotated to ensure that children always have something interesting to play with and explore.
- Children who have special educational needs (SEN) are well looked after by staff at the pre-school. They progress well from their starting points and benefit from one-to-one care and attention. Staff work well with other agencies to ensure care is consistent.

It is not yet outstanding because:

- Occasionally, children's next steps in learning are not identified precisely enough to help them make the best possible progress.
- Some inconsistencies in the assessments made of children's learning occasionally result in an inaccurate reflection of some children's stages of development.

What the setting needs to do to improve further

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

- focus more precisely on identifying children's individual next steps in learning to help them make the best possible progress
- bring about more consistency in assessments of children's learning to plan precisely for their continued progress.

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 spoke with staff, children and the chair of the committee during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and the administration manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Josie Mapes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident to discuss any possible signs and symptoms of abuse. Self-evaluation is effective. Since the last inspection the senior management team has worked tirelessly to invest in and redevelop the outdoor area. Parents have been fully involved in this process and staff and parents comment on how lovely it is to see children playing in and enjoying this new area. Recruitment, induction and vetting procedures are effective. The manager ensures that she checks staff's ongoing suitability to work with children. Staff performance is monitored closely and staff have regular opportunity to continue their professional development. The manager monitors any children who are not making expected progress and puts appropriate intervention into place. Children are well supervised and good deployment of staff supports children's individual safety throughout the pre-school.

Quality of teaching, learning and assessment is good

Children have lots of fun at pre-school. They enjoy climbing up and down the slide and riding tricycles up and down the pathway. Staff plan activities which they know they will enjoy. Children concentrate intently as they pour and mix the ingredients required to make play dough. Staff support their mathematical development by asking them to estimate how many spoons of flour they will need. By mixing and kneading the dough children practise using their small-muscle skills. Staff are well qualified and understand how children learn. They observe children regularly and share information with parents about their development and progress.

Personal development, behaviour and welfare are good

Children settle happily into their play each morning. The pre-school has a calm and happy atmosphere. Children understand the daily routines well, settling down to hear their names called out on the register. Children confidently tell staff that they are present and like to discuss with staff which of their friends is on holiday or not at pre-school that day. Children are independent and confident learners. They make decisions about their play and environment. For example, sometimes they play outside on the large play equipment and sometimes they come inside to rest and read a book quietly. Children are well behaved and happily share resources and take turns with their friends.

Outcomes for children are good

All children make good progress from their starting points in learning. Children are well prepared to embark on the journey through school. Children confidently name different countries and talk to staff about some of the landmarks that they recognise. For example, children remark that there are pyramids in Egypt. Children who have SEN make excellent progress in their personal, social and emotional skills. They begin to play alongside other children and concentrate for longer periods of time during group activities.

Setting details

Unique reference number	220222
Local authority	Northamptonshire
Inspection number	1097386
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	44
Name of registered person	Hackleton Pre-School Playgroup Committee
Registered person unique reference number	RP910364
Date of previous inspection	25 June 2015
Telephone number	07902286411

Hackleton Pre School Playgroup registered in 2000. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday, term time only. Sessions on Mondays, Wednesdays, Thursdays and Fridays are from 9am until 2.45pm. On Tuesdays sessions are from 9am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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