

# Hingham Playgroup

20 Hardingham Street, Hingham, Norwich NR9 4JB



<b>Inspection date</b>	7 January 2019
Previous inspection date	27 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
Effectiveness of 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 manager is a reflective and resourceful practitioner. She monitors children's progress to identify possible gaps in their learning and the provision. She uses additional funding, such as the early years pupil premium, effectively to support children's development. The management committee works with the manager to shape plans for improvement, using feedback from parents and staff in a positive way.
- Staff know the children well. They plan activities according to children's interests and individual stage of learning. Staff provide additional resources or equipment to activities to build on children's interests and support their learning.
- Staff are good role models. They speak to children and each other in a warm and respectful manner. Children behave well and show understanding of the key rules staff promote, such as 'walking feet' and 'indoor voices'.
- Children develop key skills in readiness for their next stage of education, such as school. They become confident communicators who ask for help and talk about their intentions. For example, children ask staff for help to zip up their coat and they talk about what they are going to play with outside.
- Parents comment on the 'brilliant' staff. They appreciate the sensitive settling-in arrangements for new children and how they are kept up to date with their child's progress. Parents praise how staff 'go the extra mile' to organise special events.
- Staff do not always use opportunities to stretch and extend the learning of the most able children to achieve their full potential.
- The manager does not focus the programme for professional development on the monitoring and continued development of staff's teaching skills.

## What the setting needs to do to improve further

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

- extend the challenging learning opportunities offered to children to increase the potential for them to achieve at the highest possible levels
- enhance arrangements for monitoring and managing performance to focus sharply on raising the quality of staff teaching skills to the highest standard.

### 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 held a number of discussions with the manager and committee chairperson. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

**Inspector**  
Kate Oakley

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff benefit from regular training and ongoing discussion of child protection procedures. The management committee and staff demonstrate a clear understanding of signs that a child may be at risk of harm. They know what to do if they have any concerns about a child's welfare. Staff communicate with families in a range of ways. They use newsletters, photographic displays and regular conversations to keep parents well informed of what their children are learning and enjoying at the playgroup. Staff also involve parents in the identification and assessment of children's starting points on entry. This promotes continuity of learning and enables focused planning for children's progress from the outset. The playgroup has a strong partnership with local schools and they organise a programme of regular visits. This supports children to make a smooth transition to school.

### Quality of teaching, learning and assessment is good

Staff speak to children in an engaging way. They use humour and questioning to support children's thinking. For instance, staff make silly suggestions about what sort of things children could use to tidy their hair, such as a fork. This prompts children to talk about their experiences of having their hair brushed and encourages discussion about the purpose of different objects. Children frequently ask staff to read books again and to sing their favourite songs. This helps children to develop a love of books and supports their language skills. Children develop awareness of mathematics. For example, staff teach them about quantity and subtraction using songs and counting items. Staff organise shared fundraising events with local agencies, such as the fire service. This supports a community atmosphere and promotes children's understanding of the wider world.

### Personal development, behaviour and welfare are good

The physical environment is attractively presented and carefully organised. Children access a range of activities and are confident to select further resources from the wide range available to them. Staff display children's work prominently alongside photographs of their learning. This promotes their sense of belonging and helps them to feel valued. Children talk confidently about their home and the special people in their life. Staff praise children purposefully. They recognise their efforts and celebrate their achievements. This supports children's self-esteem and encourages them to persevere with difficult skills or tasks. Children change their shoes for boots to go outside. They confidently find their own coat and staff teach them to put it on themselves. This promotes children's independence. Children practise physical skills, such as using scissors, rolling dough and making marks. Outside they enjoy riding scooters, stirring mud and building using giant blocks.

### Outcomes for children are good

All children make good or better than typical progress from their starting points. They begin to use technology for a purpose, such as torches and a mud kitchen microwave. Children listen carefully and follow instructions from staff. For example, children help to tidy up before finding their coat ready to go outside.

## Setting details

<b>Unique reference number</b>	EY426135
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10074763
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Hingham Pre School Playgroup Committee
<b>Registered person unique reference number</b>	RP904743
<b>Date of previous inspection</b>	27 May 2016
<b>Telephone number</b>	01953850820

Hingham Playgroup registered in 2011. The playgroup employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including two at level 5. The playgroup opens Monday to Friday, from 9am until 3pm, term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

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