

Hethersett Pre-School Playgroup

Inspection report for early years provision

Unique reference number	EY361501
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Inspector	Georgina Emily Hobson Matthews

Setting address	Hethersett Woodsideschool, Firs Road, Hethersett, NORWICH, NR9 3EQ
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Hethersett Pre-School Playgroup opened in 1967 and has operated from these premises since 2008. The playgroup is situated in a mobile unit within the grounds of Hethersett Woodside Infant and Nursery School, in Hethersett, near Norwich. The premises consists of a double mobile classroom with cloakrooms. It is all on one level and accessed via a short ramp. Children have access to an enclosed, outdoor area. The playgroup provides care for children from the village and the surrounding area. The provision is open from 09:10 until 11:40 on Tuesdays, Wednesdays and Thursdays, during school term-time, with additional sessions on Mondays and Fridays as the numbers of children increase.

The playgroup is registered on the Early Years Register to care for 20 children aged from two years to under five years, all of whom are within the Early Years Foundation Stage (EYFS). There are currently 28 children on roll and the playgroup is in receipt of nursery education funding. The playgroup has experience of caring for children with English as an additional language and with learning difficulties and /or disabilities. It is run by a board of trustees and is a registered charity. The board of trustees employs six staff members to work with the children. Three members of staff hold appropriate early years qualifications and two members are about to undertake further training.

Overall effectiveness of the early years provision

Hethersett Pre-School Playgroup offers exceptional provision for children in The EYFS. An extremely detailed self-evaluation brings sustained improvement and successfully identifies appropriate priorities for future development. The staff team is highly effective in ensuring that all children are well integrated and in overcoming barriers which could prevent this. Excellent partnerships are developed between the playgroup, parents and other agencies to ensure children's needs are met. As a result, children make significant gains in their learning and have consistently good levels of achievement in relation to their starting points and capabilities.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- introducing regular appraisal for the group's supervisor.

The leadership and management of the early years provision

Children's welfare, learning and development are fostered exceedingly well. The playgroup is committed to continuous improvement in order to provide children with high quality care and education. Considerable care has been taken during the

playgroup's transition to a new site. The unit is safe, secure and arranged sensitively to accommodate children's play with a high priority given to the promotion of children's independence. The playgroup is very well equipped and children have access to an extensive range of easily accessible, stimulating resources. Detailed risk assessments and procedures to continually monitor children's safety are in place. Staff members are vigilant and supervise children at all times to ensure that any hazards are minimised effectively.

The playgroup has established a highly committed, enthusiastic team of staff led by a dynamic supervisor. Robust vetting and recruitment and regular staff supervision and appraisal procedures ensure that children are cared for by suitable adults. Whilst all staff have regular appraisals and clear systems are in place to record this, the playgroup's supervisor has not been offered a formal appraisal for some time. Staff members have a secure understanding of safeguarding issues and are confident of how to refer any concerns. The staff team highly value the involvement of parents/carers in children's care and learning. Sensitive settling in procedures and a plethora of good quality information is provided for them in order to encourage their participation. Parents are aware of the playgroup's responsibilities with regard to child protection. A well-established key person system and 'home contact' sheets provide opportunities to share information about the children with parents on a regular basis. Open mornings enable parents to look at their child's 'Celebration of Achievement' (CofA) record and to discuss their progress in more depth. Informative family learning workshops on topics such as 'healthy eating' and 'how children learn' encourage parents to extend children's learning at home. Annual feedback questionnaires and a comments box invite parents to evaluate the provision and their satisfaction is reflected in their exceptionally positive feedback. The playgroup has close links with the nursery school and has experience of working with other agencies such as the Traveller Education Service and the Area Special Educational Needs Coordinator.

The quality and standards of the early years provision

Children are highly motivated and make excellent progress across all areas of learning and development. Long standing staff members have a secure understanding of the EYFS and cascade this knowledge successfully to other members in the team. All staff access ongoing training in order to improve their practice. Adults are caring, affectionate and responsive to children's individual needs and support children's learning very effectively. They create a calm, pleasing, learning environment in which children flourish. Children have freedom to make their own choices and a high proportion of activities are child initiated with sensitive adult support. Regular observations and evaluations of each child's progress are maintained and are used to identify and to plan for the next steps required within their learning. Planning is flexible to reflect the children's likes and moods and to take advantage of spontaneous opportunities. The playgroup's (CofA) provides a clear record of each child's progress within the EYFS.

Children develop a real sense of belonging at the playgroup. They form close bonds with staff members and quickly develop friendships with other children. Behaviour is exemplary. Children are kind and considerate towards each other and

play cooperatively. They learn to help others as they participate in a 'Sponsored Toddler Waddle'. Children feel free to express their feelings, for example, if they feel happy or sad on arrival. A 'Family Gallery' of photographs provides an opportunity to look at and talk about home with staff members if they feel insecure. Children's communication and language skills are promoted successfully. Staff members encourage conversation with lots of open questions and allow time for children to think about their response. As a result, there is a buzz of conversation between children during activities. Children learn about other ways of communicating, for example as they hear Polish and French words and as they sign their Ducklings song. Children learn about and respect diversity from a wide range of positive resources. The print rich environment and wide range of mark making resources make children aware that print carries meaning. They enjoy looking at books independently in the cosy book area and listen intently to stories. Children recognise numbers such as when they measure with tapes. They learn to count, for example the number of children present and fingers in gloves. Children talk about which item is bigger or smaller and can name different shapes. They think about simple problems as they catch balls at different ends of a cascade system.

Children plant and observe the growth of vegetables and flowers in their garden. Once harvested, they cook potatoes and make lettuce sandwiches and taste these at snack time. They learn about their community on visits to the nursery, on walks around the village and to the post office. Children learn to operate equipment such as a digital camera and a remote controlled car. They have lots of opportunities to explore different materials. Children show delight and concentration as they make angels and decorations for the Christmas tree with a selection of enticing glitters, sequins and tinsel. Additional materials are easily accessible in order to encourage their creativity. Children sing with enthusiasm and explore sounds with musical instruments for concentrated periods of time. They immerse themselves in imaginary play. For example, one child in the home corner, chats to a 'baby in a high chair' and makes cooking sounds as he prepares the baby's meal.

Health and well-being is successfully promoted within the playgroup. Children develop an understanding of good hygiene as they wash their hands before eating and after toileting and outdoor play. They learn how to be healthy as they 'wash germs away' and taste nutritious foods. Children develop a positive attitude to physical exercise. They are highly active outdoors and develop their large physical skills as they use a wide range of outdoor equipment such as balls, skittles, bean bags and balancing beams. Children learn to stay safe with gentle reminders, for example, to walk on the outdoor ramp. Their awareness of safety is raised when they practise fire evacuation, or sing a rhyme about matches before a staff member lights birthday candles.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.