

Hodnet Pre-School Playgroup

Inspection report for early years provision

Unique reference number	224114
Inspection date	05/12/2008
Inspector	Dorothy Bathgate
Setting address	Hodnet Primary School, Shrewsbury Street, Hodnet, Market Drayton, Shropshire, TF9 3NS
Telephone number	01630 685 812
Email	
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

Hodnet Pre-school is a committee run group which was registered in 1995. The group operates from a demountable classroom sited in the grounds of Hodnet Primary School situated in the village of Hodnet in Shropshire. It serves the local areas. It is presently open during term times only, on Mondays, Tuesdays and Wednesdays from 09:00 to 11:45 and 12:30 to 15:15 and on Thursdays and Fridays from 09:00 to 12:00. The group also run a toddler's group on Thursdays from 13:00 to 15:00.

The group have use of an enclosed outdoor play area, the school hall during some sessions and the playground within the school grounds. This includes the play village and sensory area. There is a ramped disability access to the setting.

Four members of staff work with the children, all are qualified and one is currently undertaking an Early Years foundation degree. There are currently 38 children on roll, which includes 24 funded three and four year olds. The group offers support for children with learning difficulties and/or disabilities. There are no children attending for whom English is an additional language. The group receives teacher mentor support through the Early Years Development and Childcare Partnership. The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Children enjoy their time at this setting and make excellent progress in any type of indoor or outdoor activity they undertake. An excellent range of very well planned and supported activities ensure that all children are included. All staff have an outstanding knowledge of the setting's strengths and areas for improvement. There is an excellent track record of continued improvement.

What steps need to be taken to improve provision further?

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

- embed assessment procedures to inform next steps in learning.

The leadership and management of the early years provision

The manager provides an excellent positive lead in promoting effective staff teamwork. Staff have an outstanding awareness of health and safety issues and ensure that children are kept safe. The children respond very well to the excellent quality care and support they are given by staff. They make excellent progress in playing indoor and outdoor games. They are also very keen to choose and undertake interesting activities for themselves.

There are excellent procedures for identifying what works well and what areas need improvement. Staff are fully committed to continued improvement. This is evident in the excellent progress made in addressing the recommendations of the previous inspection. In particular, key workers provide excellent opportunities for children to access a wide range of resources and equipment for child-initiated play. Excellent links exist with the host school and the management staff work hard to ensure a smooth transition to full-time schooling. Staff are outstanding role models and behaviour is managed very well. They play a vital role in developing the children's excellent attitudes to learning. Children feel very safe and secure in their bright, colourful and stimulating environment. Staff show great care, concern and sensitivity for children with learning difficulties and/or disabilities. There are excellent policies, procedures and records in place which have a very positive impact on children's welfare, safety and well-being. They have recently been updated and, together with regular inset, staff constantly strive to improve their practice.

The quality and standards of the early years provision

Children have excellent opportunities to learn and as a result make excellent progress across all areas of learning. They enjoy learning through practical activities such as decorating Christmas cards, playing in the sand or painting winter scenes. There is an appropriate balance of adult supported activity and those chosen by the children themselves. This helps them to make excellent progress for example in the creative area of learning as they make Christmas cards and paint wonderful colourful patterns. Children recognise their names through the self-registration system. Most know how to write their names and have all written letters to Santa. They enjoy singing Christmas carols such as 'Away in a Manger' and most can count up to ten and beyond.

The planning is excellent and helps children to develop very good knowledge and understanding and creative skills through excellent links made with Autumn and Winter. Festivals such as Christmas, Diwali and the Chinese New Year bring relevance and enrichment to children's learning. The environment is rich and stimulating and the setting is very well resourced. The children also benefit from regular environment walks and visits to the sensory gardens in the school playground. Bright and colourful artwork also helps to make their classroom interesting, colourful and stimulating. Staff are using rigorous new assessment systems to help plan the next steps in learning. They recognise the need to record these accurately and consistently.

The staff are very keen and diligent in sustaining the children's welfare. Children feel very secure and safe because staff work very well together to ensure a very positive and safe environment.

They share the resources very sensibly and learn how to use equipment safely, for example when they hammer in nails to make hinges or use scissors to cut out shapes. They gain confidence through well-established routines such as snack time and activities such as listening to stories or saying rhymes. Children develop their

independence very well in this very caring setting. They know that adults will support and help them. They also feel very secure because there are very close links with their parents. Overall, in the very positive, inclusive and stimulating setting children are very well prepared for their next stage in learning.

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 the last inspection.

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.