

# Sutton On The Hill Pre-School Playgroup

Inspection report for early years provision

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| <b>Unique reference number</b> | 206883   |
| <b>Inspection date</b>         | 23/03/2011   |
| <b>Inspector</b>               | Linda Moore  |
| <b>Setting address</b>         | Sutton On The Hill Village Hall, School Lane, Sutton-on-the-Hill, Ashbourne, Derbyshire, DE6 5JA |
| <b>Telephone number</b>        | 07796760674  |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | Childcare on non-domestic premises   |

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## 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 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.

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## **Description of the setting**

Sutton On The Hill Pre-School Playgroup opened in 1973 and operates from the village hall. It is situated in a rural village location and serves a wide catchment area. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the setting at any one time. The setting is open each week day from 9.15am to 12.15pm term time only. All children share access to a secure enclosed outdoor play area. The setting also offers the facility of a forest school adjacent to the outdoor area.

There are currently 34 children aged from two to five years on roll. Of these, 24 children receive funding for early education. Children attend for a variety of sessions. The setting employs five staff. Of these, four hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well cared for in this friendly and inclusive setting. Staff are fully aware of children's interests and capabilities and have an excellent knowledge of how to support their learning and development. A vibrant and stimulating environment is created through an extensive range of indoor and outdoor activities and experiences. Close working relationships with parents and most outside agencies means children receive the support they require. The setting has a strong capacity to improve as staff reflect on their practice and have a clear understanding of areas to improve.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further systems when children attend several settings to ensure that practitioners from each setting regularly share the children's development and learning records and any other relevant information.

## **The effectiveness of leadership and management of the early years provision**

The manager and staff work effectively together to provide a warm and welcoming service for children and parents. Appropriate vetting and induction systems are used to ensure all staff who work with children are suitable to do so. Staff's knowledge of safeguarding procedures is strong and they have a clear understanding of how to report any child protection concern. This helps to protect children from harm and neglect. Comprehensive and detailed risk assessments are

completed for all areas of the premises, activities and outings. As a result, children play in a safe and secure environment. The premises are bright and cheerful; play areas are well organised and equipped to encourage children's interest and curiosity. A free-flow system operates between indoors and outdoors and a wide range of exciting and stimulating activities are offered. This freedom to explore has a positive impact on their sense of well-being and helps with all aspects of their development. Once a week the setting runs a forest school for children over three years old. The aim is to encourage and inspire children to learn through positive outdoor experiences.

An inclusive environment is provided for all children who attend the setting. Positive relationships are established with parents and outside agencies to ensure every child's needs are identified and met. An effective key worker system is in place and sufficient time is set aside before children start to obtain information about their child's interests and ability and explain the setting's routine. Good quality information continues to be shared during the child's time at the setting through discussion, documentation and displays. Effective systems are in place to ensure parents are included in their child's learning and development. Each child has a developmental profile and these are shared with parents and their views are included. Parents' evenings are arranged where they can discuss their child's learning in more depth. Staff have begun to establish systems for sharing information with other settings that children attend, to provide cohesion and consistency in their learning. However, this is not consistently practised with all settings.

Effective steps are taken to promote children's good health and well-being. The premises and equipment are kept clean and children are encouraged to develop good hygiene habits, such as washing hands before eating and after using the toilet. All of the recommendations from the previous inspection have been completed effectively. The staff team meet regularly to discuss and reflect on their practice and the views of parents and children are taken into account. Self-evaluation systems identify the setting's strengths and priorities for development and these are well considered and appropriately targeted. As a result, the setting is continuously improving and the majority of outcomes for children are outstanding.

## **The quality and standards of the early years provision and outcomes for children**

Children settle well and develop positive relationships at every level with adults and their peers. They are supported fully by staff who are caring, considerate and show high levels of enthusiasm and interest in what they say and do. As a result, children are highly confident, make excellent progress and flourish at the setting. Children develop firm foundations for literacy and numeracy. The environment is rich in print with signs and labels, so they become familiar with and learn about words. They enjoy books and listening to stories; each week they loan a book to take home and share with their parents. Children are developing mathematical concepts and language. They have fun as they lie down on paper and draw around each other's bodies. These are cut out and displayed so they can compare and

measure different shapes and sizes, such as working out who is the tallest or smallest. At forest school they learn how to measure using the length of their hand, for instance to look for the correct length of stick to make a puppet. Children make puppets with sticks and leaves and use them to tell a story, such as the owl and the pussy cat. These experiences fuel their imagination and they continue to make further puppets and act out stories for each other for several weeks afterwards. Staff make their learning exciting and fun. Children gather twigs to make nests and talk imaginatively about whose nests they might be. While they eat their snack inside staff put egg shells into their nests. On finding these the children are curious and excited to discover what creatures have hatched out of the eggs and where they are.

Children enjoy experimenting with water as they build with chutes and crates, and use paper to make a dam and find out how this affects the flow of water. Staff allow them to take ownership of an activity and initiate their own ideas and explore, even when this results in children turning tables upside down to pour water into the hollow legs. Children develop teamwork skills through games and activities. They learn how to negotiate and cooperate with others. For example, a small group play together with kitchen equipment and foods. They proceed to get everything out all over the floor and explain to staff they are recycling. Together they sort and group the items such as food cans, fruit and vegetables. Children learn how to assess potential risks for themselves. Prior to each forest school session they explore the site to establish physical and behavioural boundaries. They look around and place red flags where they think there is danger, for instance by the steep slope and the fire pit. Staff show them the correct way to use tools and this helps them to develop trust and self-confidence. Children learn about appropriate clothing and footwear. They know how to dress when the weather is cold with lots of layers of clothing that can be removed if they get hot, and how to run around to warm up. They learn the importance of eating healthy foods and taking exercise. Snack time is well organised, children choose when they wish to eat and can help themselves. This promotes self-help and decision-making skills. They have excellent opportunities for physical activity, with music, dance and exercise sessions offering energetic play indoors. Children are growing stronger physically and becoming more balanced and coordinated. Outdoors they learn to carry and build with large branches when making a den. They negotiate obstacles such as the fire pit and find out how to balance as they climb or descend the steep slope. Children's self-esteem and confidence builds as they take on these new challenges with enthusiasm and learn to master them at their own pace.

Children develop a great understanding of the natural world. They can name a wide variety of plants, birds and bugs. They recognise the ash tree as it has black buds and they can recognise a woodpecker in a tree by its sound. Children learn how to handle bugs and insects and with this their fears diminish. They examine them and talk about their habitat before finding a safe place to put them back. Children who were once fearful now handle insects confidently. Children's progress is carefully tracked to ensure their learning is a continuous journey. Staff use quality observations and thoughtful analysis to determine each individual's level of ability and this is used to guide planning. For example, when it was identified that children were unclear about lifecycles they practised arranging lifecycle pictures into the correct sequence, such as a tadpoles changing into a frog and a caterpillar

changing into a butterfly. Children are well behaved and polite. Staff show skill in managing behaviour, they set clear boundaries and offer good explanation. Consequently, children develop an excellent understanding of what is right and wrong.

## 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*

### The overall effectiveness of the early years provision

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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## **Annex B: the Childcare Register**

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