

# Hixon Pre-School Playgroup

Inspection report for early years provision

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EY406452

**Inspection date**

14/06/2011

**Inspector**

Julie Preston

**Setting address**

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**Type of setting**

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*.

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## Description of the setting

Hixon Pre-School Playgroup originally registered in 1993 and moved to its new premises in 2010. It operates from rooms within Hixon Children's Centre in Hixon, Staffordshire. The pre-school serves the local area and has strong links with the school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Tuesday, Wednesday and Thursday during school term times. Sessions are from 9am until 3.15pm each day. Children are able to attend for a variety of sessions. A maximum of 20 children may attend the pre-school at any one time. There are currently 28 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and provides funded early education for three- and four-year-olds. It also supports children with special educational needs and/or disabilities.

The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications, two to level 3 and one to level 4. A number of staff are working towards additional higher level qualifications. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where they are able to make good progress towards the early learning goals through a range of varied activities that challenge and stimulate their interest. This is an inclusive pre-school, where each child is recognised as unique and staff ensure that their individual needs are met. There is a good working partnership with parents and the majority of the policies and procedures are implemented well. This helps the pre-school to further develop methods to reflect on their practice and to monitor the care and education of children.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure all records are completed accurately to provide information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare).
- 28/06/2011

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

- review procedures to ensure records relating to individual children remain

confidential.

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

Staff have a good understanding of safeguarding children and of their role and responsibilities in reporting concerns. The pre-school has effective procedures to ensure children are safe and their welfare is promoted, for example, appropriate recruitment and vetting procedures.

The pre-school has systems to ensure that all members of staff are qualified and that their continued suitability is monitored. Staff are proactive in attending training to increase their knowledge and skills. For example, they attend courses in safeguarding children and first aid. Daily visual checks are undertaken on all areas used by the children to ensure they are safe prior to children arriving. All of the required policies, procedures and documentation are kept on the premises, together with details of the regulatory information regarding children's individual needs. However, not all records are accurately completed and some personal information is displayed. This compromises confidentiality and means staff do not have a full understanding of who has parental responsibility in all cases.

The partnership with parents is well-developed they enjoy attending special events and take part in fundraising activities. Parents are aware of the activities their children are provided with as they receive information within their communication books, emails, newsletters and information from key workers. Parents have open access to their children's 'Learning Journey' development folders. Regular open days and progress reports help communication between staff and parents keeping them informed of their children's care and learning.

The pre-school has procedures for identifying any additional help required for the children to ensure that each child benefits from appropriate support and benefits from a positive experience. A settling-in procedure means that children feel reassured by the staff, who create an environment which is welcoming and accepting of everyone. The recently appointed manager has systems in place to develop partnerships with local nurseries and schools to ensure continuity in learning and children's smooth transition to school. For example, children are able to take home a book all about the school to share with parents and enjoy sharing special events with the school children.

The management aim to continually develop the pre-school. They meet with staff weekly to identify targets to address each week to promote improvements within the setting. In addition, they plan to undertake further self-evaluation processes and procedures and for all staff to continue to update their skills and experiences.

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

All children are fully included within the pre-school because children are able to access a wide range of activities and equipment. Children co-operate with each

other, sharing resources, for example, as they play together with the jigsaws and sea creatures. They choose a variety of writing materials and creative resources to make chalk pictures and hand prints, writing recognisable marks on paper. Children can self-select resources as they are stored at low level and are clearly labelled. Their technology skills are developing, as they are introduced to keyboards, computers and battery operated toys. The pre-school has resources to enable the children to look at and develop their understanding of other cultures and minority groups. For example, they enjoy books, finding out about other countries and celebrating a range of different festivals. Staff skilfully engage with the children by talking to them and encouraging independence. Children are learning to manage their clothing, wash and dry their hands and help to tidy the toys away.

Staff have records on each child's progress, interests and next steps for learning. They work with the parents and ensure they have access to their children's 'Learning Journey' folders. There is a formal method of monitoring and evaluating the activities provided for children to measure the effectiveness of staff practice and the children's progress in the Early Years Foundation Stage.

Children are learning about the natural world as they discover growing materials when visiting the school garden and growing their own fruit and vegetables. They enjoy watching the changes as the frog spawn is transforming into frogs and watching their seeds grow into plants and eating the fruits of their labours. Staff encourage the children to extend their understanding of number and problem solving by counting and reasoning during daily routines. For example, children count how many children there are as they line up following their outdoor play session. Children use paint brushes, pens and scissors with increasing control and enjoy their sensory play with water, sand and other natural materials.

Space within the pre-school is well utilised so that children can choose their own activity such as playing in the role play area and listening to a favourite story called, 'Aliens love underpants'. Children use the outdoor play areas every day and play companionably side by side. They enjoy physical exercise using wheeled toys and climbing equipment. They are taught to adopt a good standard of hygiene as they are helped to understand how and why they wash their hands before food and after toileting. Snack times are sociable occasions with staff sitting with the children chatting together.

Children are taken on outings in the local community to the library and into the local village to enhance their sense of the world. Behaviour within the pre-school is good children understand levels of acceptable behaviour and are learning to share and take turns. Staff manage behaviour in a calm, consistent manner and are positive role models. Children treat one another and staff with affection and respect. They benefit from their time within the pre-school as they develop confidence, become active learners, develop communication skills and are well prepared for their future.

## 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

<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

<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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### Outcomes for children in the Early Years Foundation Stage

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

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