

# Little Hallingbury Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	203560
<b>Inspection date</b>	01/11/2011
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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

Little Hallingbury Playgroup opened in 1974. It operates from one main hall and a smaller side room in the village hall in the centre of Little Hallingbury. The group serves the local and wider areas. The setting has the sole use of the premises during opening hours, which include the main hall, a room adjacent to the hall, kitchen and a large outdoor area.

The setting is registered on the Early Years Register to care for a maximum of 30 children per session. There are currently 41 children from two years to five years on roll. This includes 22 funded three- and four-year-old children. Children attend for a variety of sessions.

The group opens five days a week during school term time. Sessions are from 9am until 12.15pm, Monday to Friday.

There are 10 members of staff working with the children with additional staff for cover. There are seven members of staff who have early years qualifications to National Vocational Qualification at level 3. The setting has close links with the local primary school. The setting receives support from the local authority and the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the friendly, happy atmosphere of this village preschool. Staff have good knowledge of each child's individual needs and promote the children's learning and welfare. They are developing the children's learning journals, however assessment is not fully used to plan and record the next steps in children's learning. All areas of learning and development are covered in the range of activities provided by the setting. The management team are improving access to training for staff, particularly in relation to management qualification and updated knowledge of new safeguarding legislation. They have a clear vision for the setting and excellent partnership working within the community.

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

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

- ensure managers hold a full and relevant level 3 qualification as defined by the Children's Development Workforce Council (Suitable People). 01/02/2012

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

- update understanding of safeguarding issues
- develop further, use of assessment to plan and record next steps.

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

Children are safeguarded well. Staff are clear about the procedures to follow in the event of any concerns about children in their care. However, designated safeguarding officers require further training to ensure they are fully up-to-date with recent changes to safeguarding procedures to ensure that they are fully equipped for their role. In addition, the manager does not have a Children's Workforce Development Council recognised level 3 qualification, however, other senior staff members do hold relevant level 3 qualifications. The setting is aware of this requirement and working towards achieving this for all managers. There are robust policies and procedures to ensure children are safeguarded effectively. Clear records are kept of accidents, injuries and any medication administered by the setting. Security is good. Visitors' identities are checked and their attendance recorded. Outdoor security is managed effectively with close staff supervision and temporary barriers erected by staff to ensure children's safety. There is a wide selection of resources in good condition and available for the children to choose from. They are used effectively to support the children's learning and development.

The management team are committed to inclusive practice for the children in the setting. Self-evaluation is on-going and used to improve the outcomes for children in the setting. Plans are in place to further develop provision for two-year-olds attending the setting as they identified this as an area of development through the self-evaluation process. Staff have a good understanding of equality and diversity and this is reflected in the activities they prepare and the support they give children who have additional needs. Therefore, children's individual needs are respected.

The setting has good relationships with parents and information is freely shared between them regularly. The setting operates an open door policy which parents appreciate and they comment on the support given by staff. The children's learning journals are freely available to parents and children and parents are encouraged to contribute to the assessment of children. Information is shared with regular newsletters and parents opinions on the setting are sought, via questionnaires and regular feedback, which support the settings self-evaluation. There is excellent partnership working between the setting and the community. The setting has highly effective links with the local school, leading to a well organised transition for children. The setting uses it links to enhance the children's learning with visits from the wider community, including from the local children centre and wildlife officers.

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

Staff have a clear understanding of the Early Years Foundation Stage regulations and requirements and have adopted learning journals to record children's assessment and progress. There are detailed assessments of children, including photographic evidence and samples of children's work. However, sufficient information about the children's starting points is not obtained for all children. The observations are used to track the children's interests and development and learning journals are frequently supported with photographs and information from parents but next steps are not consistently recorded. Targets set for children are appropriate and sufficiently challenging.

Children are confident and enthusiastic learners. They enjoy their play and are progressing well in all areas of development. Staff have built good relationships with their key children and families. Staff can demonstrate a comprehensive knowledge of children's interests and development. The setting's routine includes daily free flow indoor and outdoor play. They have invested in suitable outdoor clothing for the children to ensure they can access the outdoor area throughout the year. Children feel safe on the premises as staff provide a warm, caring, friendly environment where they can play safely. Children can identify 'no entry' signs in the setting and explain what they mean. They learn to keep themselves safe and to think of others, and are reminded by staff. For example one child explained she could not jump off the climbing frame in case she jumped on another child.

Children are able to make choices and decisions and choose their activities from a good range provided by the setting. Staff extend activities and learning appropriately, for example, children plant sunflowers in the garden and also take a seed home to plant. Children enjoy role play and have lots of fun in the home corner which is frequently changed to extend their interest. Children are encouraged to take part in charity events which promote their understanding of the wider world. For example, through fundraising for Africa, children learn about other cultures and ways of life. Children interact well and are able to organise their play amongst themselves. They enjoy creative activities and take part in drawing, mark making, sticking and painting activities. Children are well behaved. They understand about sharing, turn taking and are confident to speak and count in front of the whole group. They sit well together and enjoy singing and reading together. Staff offer praise and encouragement to the children, helping to build their self-esteem and confidence.

Children are given good opportunities to learn about healthy lifestyles. They are encouraged to experience outdoor play, supported by the free flow access to the outdoors. They run, climb and explore the areas safely. Children understand the reasons for hand washing and are encouraged to make healthy choices at the snack bar.

Good language skills are developed by children. They enjoy talking and staff provide good language opportunities. During a cooking activity, children were

making apple crumble; staff asked open questions, encouraging the children to describe what they were feeling and using new vocabulary. Planning and assessment ensure that children are well supported in making good progress in communicating, literacy, numeracy and information technology. The setting's special needs coordinator works closely with other agencies to ensure all children are supported in reaching their full potential. The setting celebrates a variety of festivals and invites parents from different cultures to support these events, encouraging children to celebrate diversity. Children demonstrate they are active and independent learners who have developed collaborative skills and positive problem solving attitudes.

## 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	1
The effectiveness of the setting's engagement with parents and carers	2

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

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

<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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## **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