

Hickling Hunnies Playgroup

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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Introduction

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Description of the setting

Hickling Hunnies Playgroup is run by a committee and registered in their current premises in 2010. The provision operates from a mobile classroom within the grounds of Hickling Infants School, Norfolk. The premises are easily accessible. All children share access to an enclosed outdoor play area. Plus the provision makes use of the school's playground and field. The playgroup provides care for children from the village and surrounding area. The provision is open during school term time on Monday and Wednesday from 8.45am to 2.45pm and on Tuesday, Thursday and Friday from 9am to 12noon.

The playgroup is registered on the Early Years Register. A maximum of 20 children aged from two to five years old may attend the setting at any one time. There are currently 17 children on roll. The playgroup employs three staff to work with the children. All staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic and dedicated staff team work exceeding well together and create an inclusive environment where individuals are respected and valued. Children's care and learning needs are met highly effectively as the setting works very closely with parents and relevant professionals. Systems to evaluate and improve practice are in place and result in a continually improving setting. Space and resources are used creatively to provide a varied range of stimulating practical activities that help children learn while they play and explore. As a result, children make rapid progress in relation to their starting points. Children's welfare is a top priority and protected through highly secure practices.

What steps need to be taken to improve provision further?

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

- developing methods of self-evaluation and reflective practice to maintain and build upon the excellent standards already achieved.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is exceptionally well maintained in the setting. Staff fully understand their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. The robust recruitment and vetting systems ensure that staff are suitable to be working with children and hold appropriate qualifications. A comprehensive range of policies and procedures are effectively implemented to ensure the smooth

day-to-day running. Risk assessments are conducted to minimise the likelihood of accidents and staff supervise children consistently. They seize every opportunity to use sensitive discussions and guidance to help children consider safety issues for themselves. The staff team demonstrate a secure understanding of excellent childcare practices and use their many years of experience to create a stimulating learning environment where children feel safe and secure, enabling them to explore and learn. The staff team demonstrate an excellent attitude to supporting individuals' progress. They are highly effective in ensuring that all children are fully included in the setting. Knowledge is used skilfully to plan interesting activities that support children to make rapid progress in development. Staff succeed in striking a balance between interacting with children to enhance learning and providing time for children to make their own discoveries, solve problems and learn skills through self-initiated play. Staff show genuine interest in the children, taking time to listen and respond to them. They take account of each child's interests when planning activities. Consequently, children are active participants in their learning environment.

Excellent partnership working takes place to ensure that every child receives high levels of support at an early stage. Strong links are created with the local school promoting continuity in children's learning experiences and aiding a smooth transition as they move on in their education. Opportunities are created for parents to be involved in making decisions for the provision being a committee member, via questionnaires, a comments box or through verbal feedback. Parents are kept very well informed about their own children's progress through daily discussions and planned open afternoons. These provide opportunities for shared discussion about ways to support children's next steps in development. There is a highly motivated and well-qualified staff group, who are fully committed to ongoing professional development. The pre-school demonstrates a clear commitment to ongoing improvement. They have redeveloped the outdoor play provision, providing increasing challenges and learning opportunities for all. Staff are fully involved in the review of how well the provision meets children's needs. They evaluate the effectiveness of sessions and each others skills.

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

Staff keep up-to-date with details of children's interests. This information is used efficiently to plan relevant activities to extend individual's learning. In the setting, children make impressive progress in their personal, social and emotional development as an effective foundation for future learning. Those new to the group, settle very quickly through the support and comfort provided by staff. Individual support, encouragement and praise are given as children persevere or attempt new skills, such as recognising and writing letters of their name. Staff demonstrate excellent role models and children respond happily to reminders of expectations for behaviour. They show care and consideration for others, for example, a child spontaneously fetched a tissue for a younger child. The outdoor area has been created to offer a vibrant, exciting, challenging environment where children enjoy innovative opportunities to learn through their play and experiences. The area is very well used in all weathers as staff recognise that some children

learn better outdoors. It offers activities to support all areas of learning and thus, helps children develop skills for the future. Here, they explore features of the natural world and plant and grow vegetables and herbs, some of which are harvested and used at snack time. Children benefit from exploring how the plants grow through caring for them. Children choose when to play indoors and outdoors, fostering their enjoyment.

The routines of the setting help children learn to be safe and healthy. The frequent outdoor activities effectively encourage children to develop an awareness of keeping healthy through exercise and fresh air. Healthy snacks are provided with water available at all times. Personal hygiene is regularly instilled and children describe that they need to wash their hands before having their snack. They also understand that they need to sit at the table for their food. The pre-school recognises the importance of promoting children's awareness of diversity throughout its work. Consequently, children's knowledge and understanding of the world is well supported because differences are recognised and valued. Significant events are celebrated, staff talk to children about their own and other cultures and they have access to toys and resources reflecting diverse languages, lifestyles and practices. Children enjoy visits to the school where they join in assembly and eat their lunch with the older children. Visits are also made by the mobile library and children enthusiastically choose books for the playgroup.

Children explore creative skills and develop control needed for future writing when using a wide range of creative materials and tools. They construct models using their own ideas and demonstrate confident communication skills to describe their creations. Children are already very familiar with many aspects of everyday technology, such as, using telephones, tills and supermarket scanners in pretend play and independently complete simple computer programmes. While discussing Chinese New Year with the staff, a child enthusiastically talks about using chopsticks when living in Vietnam. Early reading skills are supported as children frequently use books to support their learning and play and enjoy listening to stories in larger group sessions.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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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