

# Hollins Pre-School Playgroup

Hollins Community Centre, Hollins Lane, BURY, BL9 8AT

<b>Inspection date</b>	13/06/2013
Previous inspection date	03/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress in their learning, whatever their starting points, due to thorough staff knowledge and understanding of individual children and how to help them learn.
- Children are confident, happy and well behaved in the pre-school and staff make children's safety an absolute priority. Children demonstrate good emotional well-being in their interactions with staff and other children.
- There is a strong emphasis on the teaching of early literacy and communication skills and this is supported by up-to-date staff training and professional development.
- The pre-school has developed an effective route to help many parents contribute to planning and assessment of their children and also make a direct contribution to their learning, especially in early literacy and communication.

### It is not yet outstanding because

- The ways in which the pre-school manages staff performance have had recent, further developments and, consequently, the impact of this on children's learning and welfare is not clear.
- The use of some children's interests in order to encourage them to engage with activities they choose less often has not been fully explored in order to enhance their learning experiences.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector reviewed a range of information available about the pre-school, to prepare for the inspection.  
A tour of the premises was made, and the inspector had an initial meeting with the manager to establish a timetable for the day, which included time to discuss the leadership and management of the pre-school.
- The inspector carried out observations on childcare staff and their interactions with children throughout the day and examined samples of documentation related to children's welfare and learning.
- Some staff members were interviewed to ascertain their knowledge of areas, such as safeguarding and individual children's learning.
- A joint observation was made by the inspector and the manager of a member of staff who was leading a small group activity for children.
- The inspector also spoke to children to gain information about their learning.
- Parents were encouraged to share their views about their children's care and learning in the pre-school.

## Inspector

Jennifer Kennaugh

## Full Report

### Information about the setting

Hollins Pre-School Playgroup is a committee-run playgroup and has operated since 1972. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community centre in the semi-rural area of Hollins, Bury and serves the local and wider areas. The pre-school is accessible to all children and there is an enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 4pm. Children are able to attend for a variety of sessions, including over the lunchtime period. There are currently 56 children attending who are within the early years age range. The pre-school provides funded early education for two-, three- and four-year-olds. There are 12 childcare staff, of whom eight hold appropriate early years qualifications at level 3. The manager has completed a degree in Childhood Studies. Three staff are unqualified. There is also a member of staff who provides administrative support.

The pre-school receives support from the local authority early years team and is a member of the Pre-School Learning Alliance.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- extend how children's preferred activities are used in order to encourage them to engage with ones they access less often, for example, by developing the use of mark making and writing resources in the role play and the construction areas
- embed the recently enhanced systems for staff appraisal and managing staff performance in order to evaluate and extend their impact on children's learning and welfare.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning, whatever their starting points, as key persons and managers have thorough knowledge of how to support children's learning. Staff make individual plans based on their observations of what children can do and use information about their interests to help motivate them in their learning. Educational programmes draw on children's observed needs as well as making use of themes, events

and festivals that reflect the intake of children in the pre-school. The educational programmes have depth and breadth as a result of this well-organised approach. The pre-school makes use of local resources, such as nature trails, in order to provide interesting outings for small groups of children. The manager monitors planning regularly to support consistency of quality as a staff rota system is used. This means all staff are able to make contributions so that the planner for each week is aware of individual children's learning needs. Comprehensive assessments are made of children's learning through tracking their progress in detail. This enables staff to see if progress is as expected, above or below for their age and stage. Consequently, staff are able to address any gaps in learning that may emerge so that early intervention can prevent any future difficulties. The pre-school has implemented the progress check at age two. Detailed reports are produced for parents that include information about children's progress in all seven areas of learning of the Early Years Foundation Stage. Comprehensive planning is made specifically for children's early literacy and communication development, with detailed weekly plans that are differentiated for children's needs, to better support their learning. This is a result of staff undertaking extensive training in this area, such as 'Elklan' and the 'Early Language Development Programme', because the pre-school staff recognise that effective communication skills underpin other learning.

Staff demonstrate effective practice when sustaining children's play, such as when they use role play, with a focus of developing children's communication and social skills. They make very good use of children's ideas in order to spontaneously introduce new learning opportunities, such as when they pretend that they have hurt themselves when role playing 'going on a day out'. This enables a group of children to develop their concentration by becoming absorbed in their play as they pretend to be medical staff. Staff ask children questions that develop their thinking and language, such as, 'Where should I sit if my leg is injured?' and 'What can we use to help me?' This enables discussion and also leads to other activities, such as children developing their manipulative skills by bandaging the member of staff. Staff introduce interesting vocabulary, such as 'stethoscope' to children, and talk about where they may have seen one of these to help them make links in their learning. They also encourage children to try to say the word, reinforcing their ability to form correct sounds and practise using words with several syllables. The role play also introduces children to the idea of people who help them, developing their awareness of the wider community.

Children enjoy playing simple games on the computer with staff support to develop their early information communication technology skills. They play enthusiastically with a range of percussion instruments and staff engage with them by playing toy instruments to make a small band. Staff sing as children play toy guitars and xylophones, modelling creative play and helping to sustain their interest. Children thoroughly enjoy making marks in shaving foam and staff encourage them to copy initial letters of their name to develop their learning in literacy. They mix paints and staff use the activity to check children's knowledge of colour and number. Staff also ask children to predict what colour they will get by mixing two or more together. This helps to extend children's thinking. Children also are encouraged to learn new ways of using paints, such as when they learn how to paint their hands and print on to the paper so that the print looks like a foot instead of a hand print. This challenges their thinking as they try to carry out the activity on their own and also means that they are confident to use their learning to try a new experience.

Children have home learning diaries in order for parents to share what they know about their children's learning, interests and achievements. These are well used and enable parents to contribute directly to the planning and assessment for their children. Staff also make effective use of these to develop children's confidence and communication skills, as they encourage children to help present what they have done, such as at the weekend, at whole group times. Children enjoy showing the others photographs and drawings, sharing their learning and experiences with others. The production of these individualised books also helps to promote an enjoyment of books and develops early literacy skills. However, the pre-school has not extended this by incorporating writing resources with other activities. Although key persons are able to describe how some children enjoy using pens, they do not freely choose to use the areas for construction or role play. As a result, the interests of some children are not being fully used to enhance the likelihood of them trying new activities.

The pre-school passes information about children's progress to the next setting when they leave, to support continuity of learning. This is through meetings with children's future staff if they come to observe children in the pre-school and also by sending progress information directly to the local authority for distribution to the correct school. Overall, the pre-school prepares children well for their next steps in learning, including full-time school.

### **The contribution of the early years provision to the well-being of children**

The pre-school operates a key person system in order to support children's emotional welfare, and key persons show good knowledge of children and families. This is due to their observations, information from parents and talking to children informally or during group times. Consequently, children's learning is supported due to their good emotional security. Children demonstrate their confidence by exploring the space and resources thoroughly, indoors and outdoors. They are also keen to share their news with staff and other children at whole group times, showing a high level of confidence. The pre-school operates an effective scheme to reward good behaviour and also when children demonstrate learning, in order to further enhance their motivation. Children's independence is supported by the use of a name card system to show when they arrive and also when they have had their snack.

Children's behaviour is good and they show regard for their own safety and that of others, moving safely around the premises. They have free access to a range of resources indoors and outdoors, that covers all areas of learning. This helps children develop independence through being able to make their own decisions about what to play with. Children's welfare is well protected by a comprehensive range of parental permissions. For example, detailed records and permissions are held for children regarding the administration of medicines and sun protection creams. The pre-school provides a well-equipped environment, which gives children a range of opportunities to take reasonable risk in their outdoor play. As a result, children can play with careful supervision on age-appropriate climbing frames and slides, developing their whole body control and enjoying exercise as part of a balanced lifestyle. Children have ample opportunities to run, pedal and climb in the outdoor areas. Staff encourage children to practice throwing balls through hoops to

develop their hand and eye coordination. In addition, the pre-school provides child-size exercise machines indoors, such as an exercise bicycle and a skiing machine, to further support the habit of exercising as part of a healthy lifestyle. Staff talk to children about the importance of exercise to keep them healthy, to further develop their learning.

Children show a good level of self-care and they are supported to manage a variety of aspects of personal care by provision of suitable equipment. Snacks are healthy, and children have access to water over the day. This contributes to children receiving a balanced diet and learning how to manage their needs. Parents receive detailed information about how to provide a healthy packed lunch including fruit for their children if they stay over the lunchtime period. The pre-school also requests parents not to send nut products with children, in order to help prevent any previously unknown allergies to these occurring on the premises. Lunch bags are stored appropriately in order to help prevent food spoilage. Staff receive externally delivered training to handle and prepare food safely. All areas of the pre-school are clean and well maintained, including the kitchen and toilets. Suitable practical measures, such as door hinge covers, are in place to help support children's safety and security. Staff deploy themselves well to in order to maintain children's safety inside and outside.

Transitions into the pre-school are well managed, with plenty of discussion with parents to support children when they join, in order to have information to help children settle. A flexible approach, which is based on the needs of the individual child and parents, is taken to maintain children's emotional well-being. For example, the pre-school uses information from any previous settings attended by children in order to inform their initial planning for settling-in, and also seeks detailed information from parents to supplement this. Comprehensive information to support children's good health and well-being is kept from when children join the pre-school, in order to meet their needs. This includes dietary requirements or the actions that should be taken in the event of a child becoming unwell due to a pre-existing health condition. Staff and managers are aware of the importance of sharing information with other agencies to support effective care and learning for children when this is required. A good selection of information leaflets and posters is available to parents in the entry area of the pre-school, and these cover local events, resources, such as children's centres, and information about the Early Years Foundation Stage. In this way, the pre-school provides comprehensive information that helps to support young children and families.

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

Risk assessments and safety checks are detailed and regularly reviewed to enable children to play safely and freely in permitted areas. Staff receive regular externally delivered training in safeguarding and, consequently, are trained to manage any concerns they may have about a child's welfare. Managers and staff are checked and vetted for suitability to work with children. All documentation related to statutory requirements is completed to support the safe and effective running of the pre-school. This includes a policy for the use of devices with cameras on the premises, such as mobile phones. Confidentiality is maintained by having separate files for each child for documents related to accidents,

incidents and administration of medicines. A comprehensive range of policies and procedures is used to maintain a good standard of care and learning for all children in the pre-school, including when children require care plans due to health needs.

Responsibilities of staff and managers are clearly defined to ensure that staff have a good understanding of how to carry out their roles to a high standard. For example, there is a thorough policy covering staff conduct on social networking sites to support maintaining confidentiality. There is a comprehensive procedure in the event of needing to recruit new staff, to ensure that they are suitable to work with children. However, the current staff is overall a stable one, showing that the team responds well to its management. This supports continuity of care and learning for children. There are comprehensive procedures in place for induction of new staff and any apprentices or students in order to protect children's welfare. The pre-school has begun to formalise and extend the procedures to manage staff performance. This is to develop a more systematic approach to monitoring the provision, in order to enhance reflective practice and continuous improvement. However, this is not thoroughly embedded in the pre-school, so the full impact on the early years provision is not completely clear. Staff are supported to identify areas where they would like more training through regular meetings as a whole staff and individually through discussions of peer observations at appraisals. This helps to maintain a good staff understanding of how to promote children's learning and welfare.

Staff plan activities based on the needs of individual children, which provide good levels of challenge appropriate to their age and stage of development. The educational programmes that result from planning are monitored by the manager to ensure they consistently have depth and breadth. Staff make accurate assessments of children's progress and this is supported by detailed recording systems that enable gaps in learning to be identified. As a result, staff plan with precision for children to enhance their learning. Staff quality of teaching is monitored through daily informal observations by the manager and formal peer observations. This is used to inform the appraisal process and provide regular ongoing feedback on practice to staff. As a result, any perceived underperformance can be quickly tackled so that staff are clear about the high standards expected from them, when working to build children's learning.

The pre-school has established effective partnerships with the parents, and parents praise it for its care, security and education of children. Parents are encouraged to contribute to the evaluation process both through verbal and written means. Staff have regular opportunities to share information with the manager for the evaluation process at whole staff meetings and also as part of their yearly appraisal meetings. The pre-school maintains a partnership with early years support from the local authority, in order to develop its provision further. Staff are aware of the importance of sharing information with other agencies and shared carers. All recommendations and actions from the previous report have been met, showing a purposeful attitude towards continuous improvement in order to enhance children's care and learning. The manager has implemented use of the Ofsted self-evaluation tool as part of this, in order to show how the provision develops and refines its practice. Professional development undertaken by the manager has also led to more thorough evaluation of the pre-school and the resulting changes to practice that support children, parents and staff effectively.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	316853
<b>Local authority</b>	Bury
<b>Inspection number</b>	819059
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	34
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Hollins Pre-School Playgroup Committee
<b>Date of previous inspection</b>	03/02/2011
<b>Telephone number</b>	0402 213 960 and 07702 213 960

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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