

Hawthorn Playschool

Hawthorn Primary School, Hawthorn Road, KETTERING, Northamptonshire, NN15 7HT

Inspection date

12/06/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- This playschool is well-established within the school grounds. Since the registration the management and staff team who have high expectations for quality have worked extremely hard to successfully sustain and improve upon their activity with the children.
- Children are fully valued as unique individuals in this vibrant playschool where they enjoy an abundance of extremely well-planned activities that contribute significantly to the rapid progress they make in their learning and development.
- Children thoroughly enjoy the highly positive involvement from the staff who show a genuine interest in what they are doing and who extend their ideas to promote further learning.
- The management and staff team are exceptional in how they work together, supporting each other, reflecting on their work and being open to making changes so they continue to meet the needs of each child and their family wherever possible.
- Children significantly benefit from the very strong partnership working that is in place. This contributes significantly to them being very well-prepared for their move on to school.

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.

Inspection activities

- The inspector observed activities in the playroom and in the outside play area.
- The inspector held meetings with the supervisor of the provision and with two members of staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the supervisor of the playschool.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children, the providers self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Melanie Eastwell

Full Report

Information about the setting

Hawthorn Playschool has been operating for 10 years and re-registered in 2012 on the Early Years Register. It is situated on the site of Hawthorn Community Primary School in Kettering, Northamptonshire and is managed by the governing body of the school. The playschool serves the local area and is accessible to all children. It operates from one large room and there is a fully enclosed area available for outdoor play. Children also have supervised access to the school playgrounds and swimming pool. The playschool employs six members of childcare staff. All hold appropriate early years qualifications at level 2 and level 3.

The playschool opens Monday to Friday for morning and afternoon sessions during term times. Sessions are from 9am until 12pm and from 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 48 children attending who are in the early years age group. The playschool provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the rich opportunities children have to develop their personal, social and emotional skills, for example, by providing them with more scope through small group time to show their items from home and to talk about something they are interested in or have done.

Inspection judgements

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

The children attending are inspired to try out all the experiences and to learn because the staff always take meticulous account of their interests and requests when completing the planning of activities. For example, during an activity involving different textures one of the children comments that the cotton wool feels like the sheep in one of their favourite stories. When another child confirms this, the member of staff suggests that they could make a model linked to the story. Further discussion takes place from the group about what could be a good replacement for glass in the model. This interest and thinking together about plans for a future activity helps children to make decisions about how to approach tasks through thinking and making predictions about how their ideas might

work. Children are very independent and they demonstrate that they are secure in their knowledge of the daily routine. For example, they know when it is time for the large group time towards the end of the session. The staff's skills are evident in the planning and organisation of this time which has clear links to the activities that happen during the session and to the current areas of interest. For example, children listen to poems and join in with songs linked to the current topic and they are all keen to see the progress of the tadpoles they have been observing for a number of weeks. The staff know the children extremely well and they are aware of the benefits of both small and large group time. They acknowledge that there is scope to strengthen their use of small group time in relation to children's personal social and emotional development. They intend to more strongly focus the subject of group time around the children's interests, the current topic or what they are interested in.

The children are provided with a very well-balanced range of activities, both inside and outside. All activities, both child-led and adult initiated, are well-organised to promote children's thinking and engagement and provide optimal challenge. An activity using different textured mats involves children walking over the mats with bare feet. The staff expertly engage the children to think about how the different textures feel. They are praised when they use descriptive words, such as 'crinkly' and 'soft'. The staff's warm involvement with the children promotes their engagement and confidence to join in with all the activities.

Parents are fully involved in their children's learning. Their involvement is absolutely valued and the staff genuinely take account of the information they provide from home about their children's interests and progress. Each child's key person works very closely with their parents, they provide written feedback in the home link books to keep parents informed. Parents are encouraged to use the books to pass on any information from home about their children's achievements. The key person discusses children's progress on a regular basis with their parents and they work together to set small goals for the children to work on at home. These observations from home contribute to the children's records of progression. Parents report highly positive feedback about how well-informed they are about how their children are developing at the playschool. Children who speak English as an additional language are fully supported. The staff value their home language because they offer extra support and discussions with their parents if they need it. For example, to explain procedures such as, the progress check at age two and the consent forms for the swimming sessions. Parents are encouraged to spend time in the playschool, sharing their children's experiences of festivals, books and artefacts from home.

Children aged two years have a summative assessment of their progress recorded that includes quotes from them and comments from their parents. The key person for each child uses the previous observations to inform this assessment and to identify their next steps in learning. All the staff demonstrate a strong knowledge of how to implement the Early Years Foundation Stage for each child as an individual. They are skilled in managing their time to ensure that their key children all receive some special time each day. For example, a child who is receiving extra support with their mathematical development in relation to colour recognition, is supported through games that are fun with their friends alongside the key person during the session. Children are superbly prepared for the move to school because the staff begin this preparation from when they start attending. The

playschool works very closely with the school during the year. They take part in seasonal celebrations, such as Christmas, sports day and Easter. Their readiness for school is further planned for during the final term before children are due to move up to school. Children take part in a range of activities to help with this preparation, such as, stories and discussions during group time and the chance to use the school swimming pool. They go to visit their teacher and classroom and the reception teacher comes to visit them at the playschool. The key person for children who go to other schools works with their parents to arrange visits together, if that is what the parents wish, and they hand deliver the local authority transition documents. The priority given to the preparation for each child to have a successful move on to school makes a significant contribution to their confidence and self-awareness.

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

Children are supported and enabled by the attentive staff team to be confident in this dynamic and vibrant playschool. They know that the staff take account of their ideas and suggestions and that they listen to them. This supports children's growing confidence and self-esteem. The children are confident to approach the staff to ask for items they want, they laugh and joke together during the activities and respond in a highly positive way to the staff's discussions with them. The play materials and resources are all beautifully maintained and the staff make excellent use of the available space. Children's artwork is celebrated through displays of pictures and models. They know where to find items to add to their play and they have their own drawers to store personal items. Children move around freely, they are able to be independent at snack time, choosing when they have their snack and sitting together chatting during this social time.

Children show strong care and concern for each other. They work together during activities. For example, during water play, they negotiate with each other about the use of the resources provided in the water. They all enthusiastically help to tidy away at the end of the session and the staff help them to work out disagreements between themselves. They are learning through the strong and positive role models of the staff about being considerate towards others. When children start attending the staff commence their close working with their parents to help children separate and enjoy their time at the playschool. They have access to a photograph book that shows a pictorial record of the session. This includes pictures of children arriving, playing, having their snack, outside play, group time and going home time. This enables young children to be reassured through sharing this book with their parents and supports their settling-in. Parents report very complimentary comments about how the staff work with them on an individual basis to enable children to settle in and to have their unique needs met.

Children demonstrate clear bonds with the staff. They all have a key person who is responsible for liaising with their parents and for keeping their learning files up-to-date. However, all the staff work with all the children and this promotes an effective team in which the children are fully included. Children behave extremely well because they are provided with exciting activities that inspire their interest and provide them with challenges they can manage. Children understand the clear expectations for behaviour.

They enjoy access to the outside play areas each day. They are able to move freely between the inside and outside areas during the session. Part of the outside area is covered and the staff make excellent use of this area in all weathers to extend children's play and exploration. There are areas of grass and large trees that provide shade. Children also have use of the larger school playground on a regular basis which has more space for them to run around and use large equipment.

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

The staff and management team in this welcoming and very well-organised playschool acknowledge the high levels of effective support and encouragement from the headteacher and governing body of the school. This playschool is a well-established setting that has relished the opportunity to shine in their own right since their registration. Their outstanding drive and commitment to maintain the highest levels of safety, well-being and learning for the children in their care is clearly evident. They are committed to continually improving their service to the children and their families and they have identified well-targeted, ongoing plans for the future. These include a commitment to continuing to develop the staff's professional knowledge and expertise. For example, by ensuring staff attend regular training courses and through peer on peer observations to look at how they work as a team and as individuals.

Children's safety is given the highest priority. The provider fully understands their responsibility to meet the safeguarding and welfare requirements. All the staff have the required clearances in place and any required recruitment is completed with the support of the school. Robust procedures are in place for retaining suitable members of staff through induction procedures and the introduction of annual appraisals. Risk assessments are in place that are reviewed and updated as necessary. For example, the staff undertake bi-annual training relating to the use of the swimming pool. The staff are vigilant in their supervision of the children during the sessions, and at arrival and departure times, and all visitors sign in at the school before they have access to the playschool.

The playschool management and staff demonstrate a strong understanding of their responsibilities to meet the learning and development requirements. The playschool supervisor is highly effective in monitoring the educational programmes and the observation and assessment of children's learning. She works closely alongside the staff team which ensures that they continually respond to each child's learning needs effectively. Staff value the input from the children's parents, and the consistently high levels of partnership working contribute significantly to children making rapid progress and in feeling safe, secure and a developing a true sense of belonging in the playschool.

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

Unique reference number	EY456948
Local authority	Northamptonshire
Inspection number	899189
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	48
Name of provider	Hawthorn Community Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01536 512 204

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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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