

# Hilmarton Pre-school Playgroup

Poynder Place, Hilmarton, Calne, Wiltshire, SN11 8SQ

<b>Inspection date</b>	29/01/2014
Previous inspection date	04/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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's development is carefully monitored, ensuring they all make good progress from their starting points.
- Staff encourage the children's development across all areas of learning by carefully planning worthwhile experiences and also building on their interests.
- Staff create a happy and family-like atmosphere for the children. Consequently children settle quickly and soon become involved in the activities with staff and their playmates.
- The leadership and management team has reviewed and strengthened safeguarding knowledge and procedures, ensuring all staff are knowledgeable and parents are well informed about these procedures.

### It is not yet outstanding because

- Snack and mealtimes are social, relaxed times but they do not provide the children with sufficient opportunities to develop their independence skills, for example by pouring their own drinks, passing around snacks or helping each other. Staff do not sit with the children to eat their food, missing a good role-modelling opportunity.
- The pre-school has a good variety of books but these are not displayed around the room to support the children's activities and learning.

## 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 the premises and resources with the supervisor.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the supervisor.
- The inspector discussed the pre-school with a parent.
- The inspector read the provider's self-evaluation.

## Inspector

Lynne Lewington

## Full report

### Information about the setting

Hilmarton Pre-school opened in 1972 and has operated from Hilmarton Community Hall since June 2007. It is run by a voluntary committee of parents and serves the families of the village and nearby town of Calne. It operates from a playroom and has a cloakroom and toilets accessible to the children. There is an enclosed outdoor play area and children have daily use of the primary school playground. The pre-school opens Monday, Wednesday, Thursday and Friday during term time only. Sessions are from 8.45am to 2.45pm. Children attend for a variety of sessions. There are currently 22 children on roll from two to four years. The pre-school provides funded early education for three- and four-year-olds. There are three staff members working with the children, all of whom have qualifications to at least level 3. The supervisor has an early years foundation degree. The pre-school receives support from the local authority early years team.

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

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

- provide more opportunities at meal and snack times to enhance children's learning and encourage their independence
- improve the display of books to support the children's learning in different areas of the preschool.

### Inspection judgements

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

Children enjoy a broad variety of activities to encourage their development across all areas of learning. The staff demonstrate a good understanding of how children learn. They plan an enabling environment, which stimulates and encourages the children's interests.

Children participate in role play, acting out experiences and using their imagination. Staff interact well and ask open-ended questions, encouraging children to extend their play and curiosity. Children enjoy playing a matching game together. This helps them to learn their colours and also to take turns and be patient with each other. Children develop their mark-making skills when playing in large trays of flour. They love to feel the flour between their fingers, to flatten and make marks in it, and to roll marbles through it, creating patterns. They use paint markers to decorate paper, choosing their own colours. Staff encourage the children's awareness of quantity, shape and position in their conversations with them. Children demonstrate a good ability to identify shapes and colours in the environment around them because each week the staff focus on a particular shape and

colour. There is a good variety of books available. However, these are not displayed to fully encourage children's interest in them or to enhance their learning around the pre-school. Many children recognise their names on their coat pegs and identify them at various times in the day. Staff draw their attention to the sounds their names start with, as they look at the labels. This is helping the children to recognise that the letters represent sounds.

Children enjoy free movement between the indoors and garden. They demonstrate increasing control and balance as they jump along the stepping stones, and dexterity as they use resources for sand and water play. Regular outings in the local community help them to develop their awareness of the world around them. This also promotes language development as they recall and talk about what they see. However, older and more able children are not always sufficiently challenged at snack and meal times to get the tables ready, pour their own drinks, prepare the snack and pass it around. These simple tasks encourage independence, provide an opportunity to use mathematical knowledge, encourage language and social skills, and build self-esteem. In addition, staff do not sit with the children to eat their food, missing some opportunities to model social skills.

Staff observe the children and monitor their progress regularly. They identify potential next steps in learning and focus on gaps in achievement that may be emerging. Records indicate that children are making good progress from their starting points. Where staff identify concerns, additional advice is sought in partnership with parents. This helps to make sure that children have good opportunities to meet their developmental potential in preparation for school. Staff undertake summaries of all children's progress and also specific summaries for the two-year-olds. These are all shared with parents who are encouraged to share their comments. Staff are developing further systems for gathering information about children's skills when they join the pre-school.

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

The key person system is well established in this small pre-school and children relate well to all the staff and helpers. Children settle quickly in the pre-school as they leave parents confidently and become immersed in their play. This indicates they feel safe and happy. Parents are encouraged to settle new children and are welcome to stay and play. This all helps to create a happy, relaxed atmosphere.

The staff are positive role models to the children. They speak calmly and kindly to each other and to the children, encouraging and modelling good manners. The preschool has 'golden rules', which all the children learn. These encourage them to be kind to each other in their words and actions. Consequently their behaviour is good.

Staff demonstrate a clear awareness of the need to keep children safe but also to help them learn about safe behaviours. For example, they talk about safety before they go out on their walk and they learn to use tools and utensils with care. The fire evacuation procedure is regularly undertaken to ensure the premises can be evacuated swiftly in an emergency.

Children demonstrate increasing confidence in attending to their own needs, relevant to their age and abilities. Many know when to get a tissue and what to do with it, and independently take care of their toilet and hand washing routines. The easy access to the toilets encourages this aspect of independence. Staff supervise and ensure those who need assistance receive it in a dignified way.

Children are emotionally prepared for the next steps in their learning because the preschool has very good links with the school. This enables the children to become familiar with the environment, the routines and the school community long before they start school. They visit the school for story time, concerts and to play, and the reception class teacher visits them in pre-school. This helps to make the move to school easier.

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

Staff have a good understanding on the learning and development requirements of the Early Years Foundation Stage. They plan experiences and activities for the children, taking into account their current interests, the time of the year and individual learning needs. They also include familiar weekly events and routines, which the children become familiar with and look forward to. These routines help children to measure time and feel secure. They have Spanish lessons, a weekly 'welly walk' and a cookery session. All children get the opportunity to participate in these activities at some point. Parents are kept well informed of the pre-school's plans; this helps them to be involved in their children's learning and to continue this at home. Careful monitoring means that all children's needs are recognised and skills encouraged effectively.

The preschool was issued with a notice to improve in 2013. The notice required them to improve the staff and supervisors' knowledge of the safeguarding procedures, and review behaviour management. The staff team has accepted advice and guidance from the local early years service and has systematically reviewed its practice and knowledge with regard to all aspects of safeguarding and reporting concerns. Safeguarding is now a topic on the weekly staff agenda and also at monthly team meetings. Clear information is displayed about reporting concerns. This is beneficial to both staff and parents. Safeguarding, child protection and behaviour management are all subject to ongoing review. The supervisor and staff demonstrate a good awareness of how to manage young children's behaviour in a calm and consistent way. A behaviour policy supports them in their practice. Actions taken by the setting to overcome weaknesses have been concerted and effective.

Robust recruitment systems are in place to ensure staff are suitable for their role. All staff have the relevant suitability checks undertaken and parent helpers are never left alone with children. Regular supervision is undertaken, ensuring that all staff have the opportunity to discuss their work and experiences with a view to continuous development. The committee is supportive of the pre-school and recognises the importance of staff attending training opportunities.

Partnership with parents is strong. Parents regularly help within the pre-school and their views are sought through questionnaires. They like the relaxed, happy environment and feel that it meets young children's needs well. One parent likes the fact that it is not too much like school. An informative notice board is in place, which provides parents with comprehensive information about the preschool, its policies and procedures, and safeguarding information. There are photographs of the children at play. Information is also shared through a newsletter and a community social webpage.

The pre-school develops positive relationships with others involved in children's care and education. Staff have very good relationships with the local school that children move on to. They also work in partnership with health professionals to ensure they provide a good level of care where required. The local early years service's skills and knowledge are also beneficial to the pre-school and staff welcome its support. The pre-school has reflected on its service and identified aspects for further development, which indicate it is striving to continuously improve the quality of the provision on offer.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY355474
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	949367
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Hilmarton Pre School Playgroup Committee
<b>Date of previous inspection</b>	04/05/2011
<b>Telephone number</b>	07798 643 028

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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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