

Hollins Pre-School Playgroup

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

Inspection date	13/02/2014
Previous inspection date	13/06/2013

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

The quality and standards of the early years provision

This provision requires improvement

- Staff demonstrate a suitable understanding of how to safeguard children. This means they are clear about how to respond should they be concerned about the welfare of a child in their care.
- Children are taught to be confident and independent, which prepares them well for their next stage of learning.
- Staff have appropriate ways of supporting children's behaviour and share these methods with parents. Consequently, children get along well together and are learning to share and take turns.

It is not yet good because

- Data collected about the progress children are making is not analysed to identify any gaps in the development of specific groups of children or to highlight weaknesses in learning areas.
- Systems of self-evaluation are not yet secure enough to monitor the impact of changes. Appraisals are not undertaken on a regular basis to allow staff to measure the impact of their performance against children's learning and development.
- Staff do not fully extend children's understanding of their background by creating opportunities for them to share information about their cultures and beliefs through play.

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 observed activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the pre-school with the manager.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning journals.

Inspector

Joanne Ryan

Full report

Information about the setting

Hollins Pre-School Playgroup has operated since 1972 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community centre in the Hollins area of Bury and is managed by a committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and 3, including the manager who holds a degree.

The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 4pm. Children attend for a variety of sessions. There are currently 42 children attending, who are in the early years age group. The pre-school provides free early education for two-, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- undertake regular appraisals to support staff in reflecting upon and improving their own practice.

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

- use the information gathered from tracking children's progress more effectively by collating data to identify if any gaps in progress that can be attributed to specific groups of children or areas of learning, so that an action plan can be drawn up to address any gaps
- extend the self-evaluation system to monitor the impact of new developments on the quality of provision
- extend opportunities for children to develop self-awareness by creating opportunities for them to share their cultures and beliefs and consider how everybody is different.

Inspection judgements

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

Staff gather information from some parents through an 'All about me' booklet which they use to inform the initial activities provided. Generally, sufficient assessment is undertaken in the pre-school. Staff know children well and they make regular observations of what children do, like and enjoy and record these in their learning records. They plan sufficiently for their interests and children enjoy what is provided, therefore, children make adequate progress in their learning and development. Staff complete assessments for the 'progress check at age two', which enables them to see the weakest areas of development. Learning and development is shared with parents through parents' evenings and daily conversations so they are informed about their children's experiences and can continue learning at home. Staff provide parents with a daily diary which is completed every now and then to share some of children's achievements.

Learning and teaching is satisfactory. Staff support children through role modelling resources and playing with children. For example, staff count the number of castles with children while playing in the sand and describe the colours to support children's mathematical awareness. Children in the pre-school are familiar with the routines and readily take part in circle time, singing and listening to stories, which promotes their readiness for school. The outdoor area is well-resourced promoting all areas of learning. Children develop their physical skills as they ride bicycles negotiating distance and speed. Staff support children to develop their coordination as they kick the ball to each other and roll smaller balls into hoops.

Children have grown daffodils which supports their understanding of the world and lifecycles. Children are developing their communication and language skills as staff talk to them throughout the activities. This also supports children with English as an additional language to make suitable development in their use of the English language. Children's creativity is promoted appropriately as they choose to play with a variety of art and craft, small world, construction and role play resources. The weakness in the self-evaluation system means there is varying practice because the impact of some new developments are not always fully monitored. For example, some daily diaries have not been completed for three months and some 'All about me' booklets are missing.

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

All children and their families are warmly welcomed into this friendly pre-school. Consequently, children happily separate from their parents, settle well and develop secure attachments with their key person and all staff members. When children are getting ready to move on to school they have visits from their new teachers and so are able to get to know them, supporting their emotional well-being. Staff are aware of children's backgrounds and have displayed some words in other languages. However, there is scope to help children to see the ways in which their cultures and beliefs are similar, sharing and

discussing practices, resources, celebrations and experiences, in order to strengthen children's self-awareness. The key person talks to parents each day, which allows them to ensure children's care needs are met.

Staff praise children's efforts, as well as their achievements, which helps to raise their self-esteem and confidence. Children gain a star for their good behaviour which is displayed on the wall for everybody to see and at the end of the week as a reward children take it in turns to take home 'Gina' the puppet and write about her experiences in a diary. Independence is promoted in the pre-school because staff create opportunities for children to self-register as they arrive. Children participate in rolling snack time, which means they can have snacks at a time of their choice. They learn the skills they will need, such as using the bathroom independently and participating in large group activities. Consequently, they are confident and capable of managing their own care needs and are prepared for the transition to school.

Children are developing a good understanding of healthy lifestyles through their recent visit from the dentist, which was followed up with creating a role play dentist area for children to explore their ideas. The welcome pack provides parents with advice and information about healthy eating, which supports them in providing healthy packed lunches. Children benefit from fresh air and exercise through accessing the outdoor area daily where they run around and burn off energy. Resources are arranged so children can choose what they want to play with and staff deploy themselves in different areas to ensure children's safety. Children are developing an awareness of safety because staff give children explanations of how to keep themselves safe. For example, staff explain the areas in the building children cannot access and why to support children's understanding.

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

The inspection was brought forward after Ofsted visited the pre-school and found a failure to follow safeguarding procedures when allegations were made against members of staff. Since then the management team have been proactive to rectify this area of weakness with regard to safeguarding practice and procedures. They have obtained additional training and support from the Local Area Designated Officer and completed the managing allegations course; therefore, appropriate steps have been taken to rectify the situation. Staff now have a secure knowledge of safeguarding procedures. All staff have attended safeguarding training and are aware of appropriate contacts for further advice and support should they be concerned about a child's welfare. There are relevant systems in place for effective selection and recruitment of staff. The manager ensures that references are sought and that staff have appropriate suitability checks in place. Written risk assessments and health and safety procedures generally ensure that hazards are minimised, in order to reduce the risk of accidents to children. The induction of new staff spans over a twelve week period, which allows them to gain sufficient knowledge of the safeguarding procedures and their roles and responsibilities.

The manager holds a degree in Early Years which gives her good underpinning knowledge

of how children learn and key persons track the development of individual children. However, there is no data collected by the manager to identify if specific groups of children are making good or less than expected progress. For example, the pre-school has a number of children who speak English as an additional language whose progress as a group is not collated. As a result, the manager cannot fully identify if there are gaps in specific areas of learning. The manager meets with staff as a team where they discuss and share ideas. A self-evaluation of the pre-school is in place, in order to identify further priorities for development and improve the quality of care for children. Since the last inspection some improvements have been made. For example, each area now has writing materials freely available for children. However, some of the recommendations made last time have not been fully addressed. The manager has undertaken appraisals with staff but they are not regular enough to evaluate and extend staff's performance.

Partnerships with parents are sound; the pre-school has utilised a number of methods to involve parents in the pre-school life. Newsletters, noticeboards and daily conversations are used to keep parents informed. As a result, parents comment positively about the pre-school; they say staff are friendly and they are kept informed about their children's care and development. The pre-school has established good relationships with local schools to support a smooth transition period.

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	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

Unique reference number	316853
Local authority	Bury
Inspection number	950977
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	42
Name of provider	Hollins Pre-School Playgroup Committee
Date of previous inspection	13/06/2013
Telephone number	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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