

Hixon Pre-School Playgroup

Hixon Children's Centre, Church Lane, Hixon, STAFFORD, ST18 0PS

Inspection date

08/05/2014

Previous inspection date

14/06/2011

The quality and standards of the early years provision

This inspection:

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

- Teaching is good because staff provide an interesting and challenging range of activities for children. Children actively engage in activities that they choose for themselves and those that are led by adults, which supports their good progress.
- The manager and staff are committed to providing a good quality provision for all children. Safeguarding practice is fully understood by all staff, resulting in children being protected from potential harm.
- Children's self-esteem and confidence are continually encouraged through the praise and encouragement they receive. As a result, behaviour is good.
- Staff form strong relationships with children and their parents. Parents are kept well informed about their children's care and learning, which enables them to continue to support their development at home.

It is not yet outstanding because

- There is scope to enhance the already very good monitoring of tracking and planning so that activities even more extensively challenge children to help raise their attainment to the highest level.
- There is scope to build further on children's emerging skills and interest in the recognition of familiar words.

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, children and staff interactions throughout the session.
- The inspector sampled a range of documentation and checked suitability of staff and the qualifications of staff working with children.
- The inspector looked at children's assessment records and a selection of policies.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.

Inspector

Dawn Robinson

Full report

Information about the setting

Hixon Pre-School Playgroup was registered in 1993 and is on the Early Years Register. It is run by a committee. It operates from two rooms in the Hixon Children's Centre in Hixon, Staffordshire. There are two enclosed areas available for outdoor play. The pre-school serves the local area and is accessible to all children. It employs four members of childcare staff, all of whom hold appropriate early years qualifications, including two at level 5 and two at level 3. The pre-school opens Tuesday, Wednesday and Thursday during term time only from 9am until 3.15pm. Children attend for a variety of sessions. There are currently 29 children on roll, all of whom are within the early years age range. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the very good monitoring of tracking and planning so that activities extensively challenge children to help raise their attainment to the highest level
- enhance children's literacy skills and recognition of familiar words and letters further, for example, by providing an environment rich in print.

Inspection judgements

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

Children are well cared for and make good progress in their learning and development. This is because all staff have a good knowledge of the seven areas of learning and staff know their key children well. Before children start at the setting, staff work closely with families to ensure they understand each child's individual learning requirements and starting points. Staff observe children closely to assess what they like doing and to plan interesting activities that encourage each child's development. Consequently, children are well prepared and motivated for their next steps in their learning, including starting school. Individual files are in place for all children containing photographs, observations and assessments which are linked to the areas of learning. These are used to effectively track children's progress and to plan for their next steps in learning. Staff use the tracking to identify children with special educational needs and/or disabilities, to ensure that they receive additional support in the setting and from outside agencies should they require it. This ensures all children continue to make good progress.

Children learn in an enabling, well-resourced environment in which they all engage in purposeful play. The learning environment is well planned for, with staff selecting

resources to support the interests of individual children and their next steps. Children start their day by recapping on previous learning and talking about what they will be learning next. They enjoy singing and reciting rhymes as part of their daily letters and sounds session. Children are able to access a wide range of toys and resources independently. Early literacy and physical skills are developed as children enjoy making marks in flour using different tools. They are encouraged to explore the texture of the flour and make straight and circular marks before writing letters from their name. The children are supported by staff who extend their vocabulary and encourage them to take turns and share. However, there is scope to support children even further by increasing the display of familiar words and letters throughout the setting, to support their growing recognition of words and letters. Children have access to a large variety of fiction and non-fiction books, which help them learn about different aspects of life and living. Staff are well deployed and engage in purposeful dialogue, with children extending their knowledge and understanding through effective questioning, demonstrating and explaining.

Children make their own play dough by following written instructions. They enjoy adding spaghetti and creating hedgehogs or rolling the play dough to create snails while talking to each other about short and long spikes or the texture of the play dough. Staff further develop their learning by modelling descriptive words and mathematical language. This activity encourages children's communication and language and their manipulative skills, and supports their mathematical development. The outdoor environment is exciting and stimulating and is planned to promote learning in all areas. Children visibly enjoy the freedom to explore and play outdoors, which contributes towards their very good health as they gain increasing control over their bodies. They learn about life cycles and growth as they explore the pond and grow seeds and plants in raised beds within the walled garden area. Staff effectively extend children's learning through play. They maintain children's focus on their learning by actively using an effective range of teaching strategies to skilfully support, challenge and extend children's learning. They question children, asking them to describe what is in the pond, discussing the life cycle of a frog or observing the plants they are growing. As a result, children are engaged, involved, concentrate and have a sustained interest in the activity as they discuss what they can see with other children.

Partnerships with parents are well established and are based on frequent and very effective information sharing. This ongoing sharing of information ensures parents are involved in their child's development. There are regular opportunities for parents to look at their child's learning journal and discuss their progress, including the required progress check at age two. There is a good emphasis and focus to involve parents in children's learning so that this can be continued at home. Children take home activity sheets on a regular basis. For example, children go on a 'journey' with their parents and gather objects on their way, which they stick onto paper and display on the wall in the pre-school. Parents are invited to attend special occasions, such as, Mother's Day. In addition, they receive newsletters and information about how children learn.

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

The setting is welcoming, stimulating and inviting. When children first start at the setting they are given time to settle in and adjust to the new environment. There is a well-embedded key person system where children are placed in friendship groups. This enables them to feel safe and secure. It also promotes effective relationship building with parents and other settings. Information is regularly shared between the pre-school, parents and other settings which children attend, ensuring continuity of care and learning. Children learn about safety through routine procedures, such as practising the evacuation process so they know what to do in an emergency. In addition, children learn about road safety during regular outings. Children's behaviour in the setting is good. Staff are good role models and give lots of encouragement and praise and model good manners. As a result, children's self-esteem and confidence are developed.

Children's health and well-being are promoted through regular use of the outside play area, where they access a range of resources. They are encouraged to manage their own personal hygiene and go to the toilet independently. Children learn about keeping healthy through a variety of activities. They understand the importance of keeping their hands clean before handling food or after using the toilet, and regularly clean their hands by washing them. Children are provided with fresh fruit and encouraged to spread their own butter on crackers at snack time. In addition, they pour their own drinks, which encourages their independence. Staff know about children's individual dietary needs through the information gathered from parents before children attend the setting. Children are encouraged to take responsibility for their own property, such as hanging their coats on a peg and putting their lunchbox on the trolley. They display great confidence in their skills as they dress themselves for outdoor play, using the waterproof all-weather clothing and wellington boots. This provides children with very good opportunities to learn to dress and undress, further developing their independence.

Transitions between the pre-school, other settings and school are managed well. Information is shared with other settings the children attend. Children are prepared for school with a well-planned transition procedure. This includes regular visits by members of staff from their chosen school and visits to the schools by the children. There are opportunities for children to attend literacy and numeracy sessions, and each child is provided with a 'buddy' from the school who will support them when they first start. Information about individual children is shared with other settings to ensure that the transition between the pre-school and school is a positive experience for the children.

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

The manager and staff work closely together forming a very effective team. They are motivated and committed to providing good quality provision for all children which effectively meets the requirements of the Early Years Foundation Stage. The pre-school is secure. During times when parents and their children are arriving at and departing, systems are in place to keep children in one room away from the main entrance. Staff are extremely vigilant to ensure that any unauthorised person is not able to enter the setting, nor any child able to leave unsupervised. Effective safeguarding arrangements are in place, including the checking of the suitability of staff to work with children. All staff

attend safeguarding training so they understand the action to take and whom to contact if they have any concerns about a child's welfare or well-being. Clear policies and procedures and risk assessments are in place and shared with parents. This helps to ensure a safe environment for children and to reduce risk or hazards.

Staff have a good understanding of how children learn and strive to provide enjoyable learning opportunities covering a wide range of subjects to increase children's knowledge. The manager encourages staff to widen their knowledge and experience by attending training and improving their qualifications. There are opportunities throughout the year for staff to support each other, share ideas at regular staff meetings and engage in supervisions with the manager. The committee and manager carry out annual appraisals with each member of staff, supporting their continued development. Children's progress is carefully monitored through a very clear tracking system, which results in all children making good progress within the seven areas of learning. However, there is scope to add precision to this, so that activities even more extensively challenge children to help raise their attainment to the highest level.

The pre-school invites staff, committee members and parents and to contribute to their self-evaluation. Regular parent questionnaires and surveys also provide information which is used to support the future development of the setting. The pre-school has developed strong partnerships with other local providers, which support continuity of care and learning for children. Health visitors, local authority advisors and the area special educational needs coordinator work well with the pre-school to provide a good level of support to children and their families. Parents speak highly of the staff, stating that they are approachable and communication is good. Parents talk about the good progress their children make and they are very happy with all aspects of the pre-school.

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	EY406452
Local authority	Staffordshire
Inspection number	874191
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	29
Name of provider	Hixon Pre-School Playgroup Committee
Date of previous inspection	14/06/2011
Telephone number	01889270411

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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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