

Hill Farm Playcare Ltd

St Francis Church Hall, Links Road, Coventry, CV6 3DQ

Inspection date

Previous inspection date

15/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The provider and staff observe, assess and plan for individual learning effectively, to ensure that children are challenged to reach the next stage in their development. Children enjoy activities equally in the outdoor and indoor play environment.
- Staff successfully identify and minimise risks in the playroom and outside. Children are safeguarded because staff are aware of their responsibilities to protect them from abuse and neglect.
- Children's social and emotional needs are well met by staff. Relationships are very good, thus fostering a sense of belonging and ensuring that children are confident learners.
- The partnerships with parents are strong. Parents share very positive views on the provision, and staff and parents work effectively together to ensure continuity of care and learning for children.

It is not yet outstanding because

- Children's language development is not always maximised by staff. This is because when talking with children, staff do not always ask them open-ended questions in order for children to think about what they want to say and then respond.
- Opportunities for children to be creative, explore and mix different media are not always given full consideration by staff because tables and space are not organised effectively to accommodate these kinds of activities.

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 playroom and in the outdoor learning environment.
- The inspector completed a joint observation with the provider and discussed this with her.
- The inspector spoke to the provider/manager, staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full report

Information about the setting

Hill Farm Playcare Ltd was initially registered in 2006 and due to a change of premises was re-registered on the Early Years Register in 2014. The provision operates from St. Francis Church Hall in the Radford area of Coventry. The premises consist of one large room with adjacent kitchen and toilet facilities. Children have access to an enclosed outdoor play area. The provision is open term time only, Monday to Friday, from 8.30am until 11.30am and from 12.15pm until 3.15pm, except for Tuesday and Thursday mornings. There are currently 38 children on roll, of whom all are in the early years age group. Children attending are aged two years and over, and they attend for a variety of sessions. Funded early education is provided for two-, three- and four-year-old children. The staff team consists of four full-time workers, including the provider/manager. The provider holds an early years qualification at level 4 and all other staff are qualified at level 3. The provision holds Pre-School Learning Alliance membership.

What the setting needs to do to improve further

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

- extend children's speaking skills by more consistently asking them open-ended questions
- organise tables effectively and create sufficient space, so that more children at a time can take part in the activities that interest them, for example, exploring and mixing different media.

Inspection judgements

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

Staff use their knowledge and experience effectively, to ensure that they offer good support, so that children acquire the skills and capacity to learn and develop. Staff challenge children successfully to reach the next steps in their learning, and planning for learning is tailored to individual needs and interests. Communication with parents is effective, with regard to obtaining information during induction on what their child already knows and can do. Parents' views are valued, with regular opportunities to share information and plan for children's learning in the pre-school and at home. Staff support children well, so that they develop skills in readiness for nursery class and school. They are aware of the requirement to provide parents with a progress check when their child is aged between two and three years.

Children's personal, social and emotional development is given a high priority by staff. Independence is promoted effectively, during each play session children can choose

indoor and outdoor play activities. They choose from a variety of resources that are safe and meet their development needs well. Children's communication and language development is promoted well by staff. Children enjoy chatting with staff and each other while they play with books and toys. However, staff do not always ask open-ended questions in order to fully extend children's thinking and speaking skills. They promote mathematical learning successfully as they encourage children to identify and talk about different colours, shapes and sizes. Children gain an early awareness of calculation because staff support them in counting two different groups of objects, and then finding the total when they add the groups together. Older children spontaneously share their knowledge with younger children. For example, a child explains to one of youngest children what he should do to make the scales balance.

Children make marks and practise manipulative skills in a variety of different ways. For example, they paint with thin brushes on small pieces of paper, create shapes with their finger-tips in dry sand and record their findings when they explore items stored in their science area. They are excited when they find ants in their growing area outside, and they use magnifying glasses and telescopes to see these 'mini-beasts' in more detail. Within the playroom different areas are identified to promote different areas of learning. This includes an area where children can use a variety of graphics resources on a single table, adjacent to a unit where resources, such as paper, writing materials and scissors are stored. Close by, children wait for their turn to take part in a painting activity that a staff member is organising on another single table. Children are not choosing to use the graphics resources but staff do not consider putting the two tables together, so that more children at any one time are able to enjoy the painting activity, and also combine different media if they choose to do so.

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

Children are supported well with their transition from home to the pre-school setting, in a manner sensitive to their different needs and those of parents. The relationship between each child, their key person and other members of the staff team is good. Children are settled, happy and confident. Staff encourage children to play cooperatively with others, share and take turns. Children behave well because behaviour is consistently managed by staff who use positive reinforcement in order to boost children's self-esteem and emotional well-being. As a result, children are emotionally equipped for the next stage of their learning and transitions to other settings and school. There are links in place with the local school's reception class teacher, which eases children's transitions further.

The organisation of resources encourages children's independence appropriately as they are mostly able to choose and easily select resources for themselves. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals. Good practice encourages children to gain an understanding of difference. For example, resources reflect positive images of diversity and children learn about different traditions, customs and beliefs.

The pre-school environment is safe, warm and welcoming where children learn safety rules. For example, they know how to use scissors safely. Children adopt healthy habits

such as good hygiene practices and they learn to manage their own self-care needs. Food provided for snacks is healthy and nutritious. Children's well-being is supported effectively. Parents are provided with clear policies about how staff ensure children are kept safe, and what action staff take if they become ill or have an accident. Children's physical development is fostered effectively, and they enjoy activities equally in the playroom and the outdoor play area throughout the year.

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

The provider and staff have a good understanding of safeguarding and their duty to protect children. They are fully aware of their responsibilities, with regard to supervising the children in their care and ensuring that children are never left unsupervised with a person who has not been vetted. They assess and minimise risks successfully, and have effective safety measures in place to help prevent accidents or injuries. Staff have a good understanding of child protection, and have strong systems in place to protect children from abuse. Procedures for recruitment, selection and induction are clear, and vetting procedures for staff meet requirements. Parents are made aware of the policies and procedures, including the safeguarding policy and the Coventry Safeguarding Children Board procedures, so that they are fully aware of how staff organise the pre-school to keep their children safe. The provider ensures that her own and staff members' safeguarding knowledge is kept up to date.

The provider and staff work effectively to ensure that the quality of the service provided for parents and children is reviewed and improved. They reflect on all aspects of the pre-school and work closely with the local authority to target areas for improvement. The educational programmes are successfully monitored in order to ensure that children make consistently good progress. The current priority for improvement is to increase resources, particularly in the science area, and then achieve a higher score when assessed for a local authority approved quality assurance scheme. Training on safeguarding, behaviour management and equal opportunities has been completed by designated staff members, and all staff have completed 'Sustained shared thinking' training in order to achieve best practice in promoting communication and language development. During the summer break the church are completing work to improve the premises. This will result in an improvement to the kitchen where children will be able to take part in cooking activities. Processes for staff supervision, performance management, training and ongoing professional development are being developed successfully. The provider and staff work together well as a team, welcoming the advice and support offered by local authority development workers and other professionals.

The partnership with parents is strong because communication, written and verbal, between staff and parents is good. Therefore, they ensure that they work well together to meet children's different needs effectively. Parents share very positive views on the service provided. The provider is aware that when the need arises, links with other early years providers are important in order to ensure a cohesive approach to children's care and learning. This includes establishing links with local schools to help support children when they are moving on to school. The provider is also aware of the need to work closely

with specialised professionals, on occasions where children need additional support with their learning and development.

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	EY474341
Local authority	Coventry
Inspection number	950829
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	38
Name of provider	Hill Farm Playcare Ltd.
Date of previous inspection	not applicable
Telephone number	07825567799

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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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