

Hilton Church Pre-School Playgroup

Scout and Guide Community Building, Bloomfield Close, Hilton, Derby, DE65 5WA

Inspection date	15/07/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- Children enjoy their play because staff plan activities around their preferences. Good quality information is recorded to support children's next steps in their learning. As a result, children make good progress.
- Children are happy and feel safe and secure as there are warm and caring relationships in place with staff, which helps their emotional well-being.
- Leadership is strong and staff team are committed to improving the pre-school provision for all children. Children are protected from harm because safeguarding systems and staff knowledge are very good.
- Positive relationships with parents and carers are developed through effective induction arrangements and frequent communication, which benefits each child's on going care, learning and development.

It is not yet outstanding because

- Children who speak English as an additional language are not always provided with opportunities to use their home language in their play to fully promote their communication skills and help maximise their learning.
- Children are not provided with sufficient interest or challenge at group times. As a result, they do not always listen or concentrate and some children become disengaged.

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 conducted a joint observation with the manager.
- The inspector observed activities in all areas used by children, both inside and outdoors.
- The inspector held meetings with the manager and had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Janice Hughes

Full report

Information about the setting

Hilton Church Pre-School Playgroup re-registered in 2014 and is on the Early Years Register. It is run by a committee and operates from the Scout and Guide Community Building in Hilton, Derbyshire. The pre-school serves the immediate locality and also the surrounding areas. The pre-school is open five days a week from 8.45am until 11.30am term time only. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 47 children on roll, all of whom are in the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language. There are currently six staff working directly with the children, of whom four hold appropriate early years qualifications at level 3, while two members of staff are currently unqualified. The pre-school receives support from a member of staff from the local authority.

What the setting needs to do to improve further

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

- devise even better ways of promoting children's home languages in their play to help extend their communication skills and maximise their learning
- review the organisation of group activities so that children are more consistently challenged, motivated and inspired in their learning by, for example, creating smaller groups to enable more focussed teaching.

Inspection judgements

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

Staff have a good understanding of the seven areas of learning. They carefully observe, assess and plan for children's future learning. Children's developmental journeys and tracking systems show how children are making good progress towards the early learning goals. Well-planned systems to identify children's starting points on entry are in place. Parents complete All about me documents, which help staff to recognise children's individual needs and plan activities at an appropriate level for each child. Children's learning journals are shared with parents to ensure they are included in setting targets for their child's future development, and understand how to support their child's learning at home. The progress check for children between the ages of two and three years is detailed and ensures parents are fully informed of their child's progress. Observations of children's interests and progress are used to plan challenging, personalised learning experiences for children. The next steps in children's learning are clearly highlighted for staff to follow when planning further activities for their key children. As a result, children

enjoy a wide variety of exciting and stimulating activities, which are planned by staff to meet their individual learning needs. Children's progress is successfully monitored, so that any gaps in learning are quickly identified and addressed. This enables staff to identify when early intervention is needed so that children receive the appropriate support to meet their learning needs. This means that children are effectively supported in their transition when they move onto school. Children who speak English as an additional language are wholly included in activities and make generally good progress given their starting points. For example, staff talk clearly to them to explain instructions and adapt their interactions to support their individual needs. However, the home languages of some of the children with English as an additional language, are not always used or displayed to ensure they feel fully valued or to help with their communication skills.

Teaching is good in most of the activities staff provide. This is because staff know the children very well and as a result, meet their needs effectively. Children enjoy a good balance of adult-led and child-initiated activities based upon their individual interests. Children are happy and are well motivated to learn in this welcoming pre-school. Staff are enthusiastic and committed to their role, and clearly enjoy working with children and their families. Staff focus on helping children to develop key skills which help them to enjoy learning as they get older and eventually start school. Communication skills are fostered well for most children. Staff talk to children at all times, showing great delight as children hold purposeful conversations and ask questions to help them make links in their learning. Children develop a love of books as staff read stories with a small group of children. Staff encourage children to turn the pages and talk through what is happening in the pictures, resulting in children becoming engrossed in the story. In contrast, when all children come together as a whole group, for example, at registration time, some children do not concentrate or listen. They fidget and show they are disengaged. As a result, the time together does not always encourage children to participate in the activities effectively as staffs' focus on teaching is reduced, which has an impact on children's learning. Children are provided with lots of positive praise and encouragement and are keen to express their individuality through their play. They enjoy the opportunity to role play in the post office and are engaged effectively in developing their personal, social skills as they help one another to fit the envelopes into the post box. Staff show great interest in what the children are doing, and notice and praise their achievements, which helps children's self-esteem.

There are very good opportunities for children to develop their physical skills. Children run around in the space provided and learn to climb and balance, which develops their large muscles. They are encouraged to make marks, with chalks, crayons and felt pens and to use them creatively to draw pictures and shapes. Children are learning to write their names and some write these accurately. This helps to develop children's creativity, early writing and literacy skills and promotes their fine physical development. Staff promote children's understanding of the natural world through the many opportunities provided outside. Children explore the mini-beasts using magnifying glasses and grow fruit and vegetables, such as strawberries and tomatoes in the outside garden. During play, staff support children well in developing their mathematical skills. For example, staff ask children to count as they throw the balls. Children show they are making good progress with their mathematical understanding as they are able to sort the toys into categories as they put them away. Staff plan cooking activities to help children learn about measuring

and children play mathematical games, such as dominoes and matching cards. Children use their imaginative skills as they pretend to go on a train journey. Staff join in and extend this play well. They ask children where they could go on the journey. Children eagerly reply 'the seaside' and together they chat about what they would see at the seaside. On the day of the inspection, it is party day and the manager has arranged for a show to take place. This provides children with opportunities to express their musical creativity as they confidently, dance to the songs, play the drums and make music using wooden spoons. Children clearly demonstrate they are obviously enjoying their time at the pre-school and playing with their friends.

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

All children appear happy and settled in the pre-school and they quickly begin to play and explore on arrival. They form secure attachments with staff who are positive and approachable at all times. Consequently, children are developing a sense of belonging in this welcoming environment. Children develop firm and trusting bonds with staff who care for them, and enjoy their involvement in their activities. All children's needs are well supported by caring staff so they settle smoothly into the pre-school. Children move smoothly between home and the pre-school because staff share information with parents and are aware of how to ensure children are happy at this time. Key persons listen carefully to parents' instructions about what their child likes and dislikes, so that they can plan for children's needs from when they start. Children confidently approach staff for a cuddle and reassurance and confidently discuss with staff what they would like to do. As a result, staff are promoting children's emotional development well. Children behave well and have developed friendships with other children. This is good preparation for the next stage in their learning and as they move on to school. They develop an understanding of the needs of others as they learn how to share and include other children in their play. Children are well-prepared emotionally for the next stage in their learning because they build good relationships with staff and their peers. This helps to foster their individual social and emotional development. Children play well together and staff provide good role models to children at all times.

Children are very aware of how to keep themselves safe as they discuss what might happen if they have an accident. Staff use clear explanations to encourage children to understand how to keep themselves safe as they play. Effective risk assessments that are regularly updated ensure the play environment is safe and stimulating so that children can explore and investigate safely. Children behave safely outdoors as staff consistently support their play and remind children about safety rules. Staff encourage children to be adventurous when they play, but always supervise and monitor their activities closely so children learn how to understand how to manage risks. Children learn how to be independent as they readily tidy up after activities and learn how to keep the play areas organised. Staff are vigilant about recording any accidents or injuries and most staff have attended the required training that enables them to administer first-aid. Systems to ensure that children's dietary or medical needs are recorded and shared are robust. This means that children's good health and safety is assured. There are clear systems to facilitate the moves of children to other settings. The key person visits the setting to discuss children

and share what progress they are making and where they may need support. School staff are invited into the pre-school to meet the children and to discuss their needs. This supports the continuity and consistency in children's experiences and learning and ensures they are fully supported.

Children develop an understanding of a healthy lifestyle as they enjoy their healthy snacks. On the day of the inspection staff have planned a picnic and children are encouraged to bring in healthy snacks from home in lunch boxes. This is also to help with their preparation for school as they are encouraged to be independent and fetch their boxes, and their own drinks. Children work well towards their independence as they wash their hands independently and reach for their own paper towels. Staff and children discuss with each other why it is important to have a healthy diet. Children have opportunities to take part in activities that support their physical development. Throughout the day they have continuous access to the outdoors and can move freely between inside and outside. This means that children are active and they enjoy the range of activities that are provided outside. The learning environment is enabling and helps children make good progress in their learning and development, with a wide range of open-ended resources being easily accessible for all children, both indoors and outdoors. The pre-school effectively promotes all children's understanding of diversity and plans activities that encompass different celebrations. For example, children are taught about various festivals and cultural celebrations throughout the year.

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

The management and staff have worked hard to ensure that the quality of care and education is of a good standard. The safety of children is given the utmost importance. The security is good and the outdoor areas are completely fenced and gates are kept locked. This enables children to play safely at all times. Staff fully understand the procedures for safeguarding children and reporting any concerns they have in relation to child protection. They take an active role in working in partnership with the relevant agencies, attending meetings and supporting families to ensure children are fully protected. Recruitment procedures are robust and ensure that all staff are suitable to work with children. All required suitability checks are completed and evidence is available on each staff member's file. There are extremely detailed risk assessments in place for the whole of the premises and daily checks take place to ensure that children's safety is promoted to a consistently high level. Records sampled on the day of the inspection, such as, attendance, medication and accident records, indicate that all requirements are met in order that children's safety and welfare is promoted effectively.

There is a good number of qualified staff working with children and there is a clear management structure to provide effective guidance and support at all times. Management has devised a tailored training programme for staff to ensure they continue to enhance their professional skills and knowledge. The management team ensure staff have regular supervisions in order to support staff and target relevant training for individuals so that practice is continually improving. Recent training that has taken place

for outdoor play has had a significant impact on the learning opportunities staff provide outside. Many staff have attended safeguarding training and there is always someone present with a paediatric first-aid certificate on the premises and on outings. Self-evaluation processes are effective and there is a clear development plan in place. Parents and children are involved through listening to the voice of the child and questionnaires are given to parents to gather their views. Managers have a good overview of the curriculum through monitoring of the educational programmes and by observing staff practices. This ensures that a broad range of experiences are provided to ensure children make good progress towards the early learning goals. Monitoring systems also enable management to have a clear understanding of the progress different groups of children are making. As a result, they are able to give support and make changes as needed to ensure all children continue to progress well in their learning.

Partnerships with parents, external agencies and other providers are strong and a clear strength of the pre-school. Staff are fully committed to engaging with other professionals to ensure children who speak English as an additional language receive the support they need by implementing any guidance that has been given to them. As a result, they are making generally good progress in most areas of their learning and development given their starting points. There is a comprehensive range of policies for the pre-school which are shared with parents and there are displays in relation to the Early Years Foundation Stage so that they are fully informed about what is provided for their children. Parents and carers spoken to on the day of the inspection are extremely complimentary about the pre-school. They say that 'staff are fantastic' and that they have 'detailed information about their child and the progress they are making'. Other comments include that 'staff have been proactive in securing the support the children's needs' and 'there have been many changes to the environment for the better'.

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	EY473738
Local authority	Derbyshire
Inspection number	955256
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	47
Name of provider	Hilton Church Pre-School Playgroup Committee
Date of previous inspection	not applicable
Telephone number	01332 361260

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Type of provision

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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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