

Hallow Pre-School Playgroup

Hallow Parish Hall, Main Road, Hallow, Worcester, WR2 6PP

Inspection date

26/09/2014

Previous inspection date

04/12/2008

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children have a wonderful time at this happy, vibrant pre-school, as the manager and staff provide inspirational teaching that encourages them to be extremely confident, highly imaginative and very resourceful learners who take a lively interest in the many rich and varied experiences.
- The manager and staff carry out precise assessments and comprehensive information sharing with parents and others, which underpin their excellent understanding of each child's progress and next steps for learning. They use this information to skilfully plan and organise most rewarding activities, which promote children's purposeful learning and outstanding progress.
- Children flourish and become increasingly confident and independent in the highly stimulating child-friendly surroundings, as a result of the excellent care, sensitive support and encouragement provided by the manager and staff.
- The provider, staff team and committee consistently offer children and their families a very high quality, accessible early years service. This is due to inspirational leadership and excellent team work and foresight.
- The manager and staff have a thorough knowledge of how to safeguard children and protect them from harm. They very effectively promote children's growing understanding of how to keep themselves healthy and safe, and make excellent use of their strong links within the community to offer families access to other sources of advice and support.

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 kitchen, play room and the outside area and accompanied the staff and children on a nature walk. She carried out a joint observation with the manager.
- The inspector held meetings with the provider who is the manager and talked to the children and staff throughout the inspection.
- The inspector looked at children's assessment records and planning documentation and a sample of records and policies relating to children's welfare, health and safety.
- The inspector checked evidence of suitability of the committee and of the suitability and qualifications of staff working with children.
- The inspector looked at and discussed the provider's self-evaluation form and plans for improvement.
- The inspector took account of the views of parents and carers spoken to on the day and from their written feedback.

Inspector

Rachel Wyatt

Full report

Information about the setting

Hallow Pre-School registered in 1979 and is on the Early Years Register. The pre-school is managed by a committee. It operates from a designated room in the parish hall in Hallow, Worcestershire. The pre-school is accessible to all children. There is an enclosed area available for outdoor play and regular opportunities for children to use the adjacent playing fields and adventure playground. Children attend regular Forest School sessions and go on various local walks and outings. The pre-school employs seven members of childcare staff. The manager has Qualified Teacher Status and the other staff have appropriate early years qualifications at level 3 or 4. The pre-school is open Monday to Friday during school term-times and runs a summer holiday club subject to demand. Sessions are from 9am to 3pm. Children are able to attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. On Monday mornings, from 9.30am to 11.30am, the pre-school runs a 'stay and play' session for parents and children in the main room of the parish hall. There are close links with the local school and the local children's centre.

What the setting needs to do to improve further

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

- enhance the already excellent provision for children's outdoor learning and physical play, by providing them with further challenging opportunities to extend their control, coordination and physical skills.

Inspection judgements

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

Children thoroughly enjoy being at pre-school. They relish the most stimulating surroundings and eagerly join in the rich and rewarding activities planned and organised by the manager and staff that have an expert knowledge of the areas of learning and of how each child learns. They adeptly reflect each child's stage of development, next steps for learning and interests in activities, and expertly build on these to ensure all children make outstanding progress in relation to their starting points. The manager and staff have a thorough understanding of how well each child is progressing, as a result of their precise observations and assessments and regular information sharing with parents and others involved in children's learning and development. Their thorough monitoring of children's progress also enables the manager and staff to promptly identify any gaps in a child's development. Their very well-established professional partnerships with parents and external agencies, such as health visitors, speech and language therapists, the inclusion team and the local children's centre, help them to clearly identify and expertly plan for these children's needs. They confidently adapt activities, resources and their teaching to

ensure these children are given well-targeted support, so they also make the best possible progress.

The manager and staff provide excellent teaching, which inspires children to be highly effective, confident, expressive and resourceful learners who are very well prepared for school. All adults interact extremely well with children. They skilfully promote and develop their understanding and foster their attentive listening and imaginative, purposeful play. The manager and staff expertly support all children in becoming skilled articulate communicators. They adeptly incorporate specific strategies to especially benefit individual children with speech and language delay or those who speak English as an additional language, as well as to help all children to listen carefully and speak clearly. Adults consistently introduce fun visual aids and props, which they and the children use to enhance everyone's understanding, recall and enjoyment of songs, rhymes and stories. There is a consistent buzz of lively discussion during activities and routines, as children and adults talk about what they are doing, recall events and express ideas. For example, during a nature walk, children excitedly describe what they see and find, such as the 'beautiful' leaves. They listen carefully and talk about the sounds of bird song and the wind in the trees. Children adeptly count and compare how many conkers and acorn cupules they have collected, talking about who has more or less. Later the children enjoy talking about what they have collected and use different items creatively as they paint and make collages for their autumn display.

The staff proficiently consolidate children's understanding and skills through their careful adaptations of activities and expert use of resources. For example, they ensure children have many worthwhile opportunities to explore and investigate a wealth of natural and recycled materials. Children relish experimenting with these, for instance discovering what happens when they pour water or roll toy cars down guttering or large plastic tubes. They make obstacle courses and dens from large scale items, eagerly explore the properties of playdough, sand, water and soil, and grow their own vegetables. The manager and staff extend these experiences by involving children in many rewarding activities within the local community. For example, they displayed the carrots they grew in a class at the village horticultural show. Children relish the challenges of Forest School sessions and enjoy regular visits to a local church and a farm park and activity centre.

Parents' and carers' views about their children's learning and development are highly valued. The information they provide when their child first starts really helps staff to get to know their child, their interests and starting points, and to effectively plan with these in mind. Thereafter, parents and carers are consistently encouraged to tell staff about their aspirations for their child's learning and about their child's activities and achievements at home, so these can be followed up at pre-school. They are kept fully informed about forthcoming activities and are given ideas to follow up at home. For example, currently parents are helping their children to find their baby photographs and to record information about themselves as part of an All about me topic. Parents feel fully informed about their children's progress and next steps in learning, appreciating regular opportunities to exchange information with their child's key person about their child's routines, activities and achievements.

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

Children and their families feel fully included and positively welcomed by the kind and approachable manager and staff. They fully understand the importance of listening to and reassuring children and their parents and consistently strive to form positive relationships with everyone. From the outset the manager and staff actively encourage families to exchange as much information as possible about their children. As a result, they have a thorough understanding of children's care routines and individual health and dietary needs which they conscientiously meet. In addition, the manager and staff are fully informed about children's family backgrounds, their likes and dislikes and particular interests which they ensure are reflected in the selection of toys, resources and activities. For example, children show great delight when staff talk about and display their baby photographs and the other comments they have brought in about themselves as contributions to the current topic. The manager and staff also sensitively adapt routines and activities to help children to settle quickly and to get used to their surroundings when they are new to the pre-school or return after a break. These and the most inviting child-friendly surroundings help children to settle quickly and develop a strong sense of belonging. They are soon very happily making choices from a wealth of accessible resources, independently exploring and expressing themselves imaginatively and forming positive relationships with other children and adults.

The manager and staff skilfully draw on their sound knowledge of children's differing characteristics and interests, as they expertly foster their growing social and emotional well-being in readiness for their future learning, including school. They create many opportunities within the session for children to get to know each other and to learn and socialise together. This includes opportunities to greet each other and staff at the start of each session and to enjoy each other's company as they prepare their snacks or have lunch together. During activities, staff create meaningful opportunities for children to discuss feelings, for instance during a favourite story or while making different facial expressions from playdough. The staff and children often discuss behaviour expectations and ways to become good listeners and attentive learners and how to be kind towards each other. Children readily show how well they understand these expectations as they behave extremely well. They know when it is important to listen, readily follow staff's requests and play cooperatively with others and, consequently, are often kind and helpful. For example, during a nature walk, children readily help each other to find leaves, feathers and conkers and eagerly take responsibility for the bag or basket they put these in.

The manager and staff fully understand the importance of maintaining a safe and healthy environment for children. They and committee members conscientiously monitor and improve the safety, security and condition of the pre-school premises, toys and equipment. This includes consistently investing in improvements to the quality and layout of the facilities, resulting in a very secure, well-maintained and exciting location for children's care, learning and development. For example, children's confidence and independence in seeing to their personal care has been enhanced by the provision of child-size toilets and hand washing facilities within the pre-school's designated area. Staff are also highly successful at fostering children's understanding of how to behave safely and sensibly. Different aspects of road safety, the importance of keeping together and

listening to staff are discussed before and during regular walks and outings. Children learn about how to minimise risks to themselves or others. This includes wearing high-visibility clothing when they go on outings around the village. During Forest School and other outdoor activities, children and staff identify and discuss possible hazards and how to keep themselves safe. They talk about how to safely use tools and natural materials in their construction play or when they move up and down slopes or balance on a branch. Children are fully supported by staff in understanding how to promote their own good health during very well-managed snack and meal times and nappy changes and toileting routines. They make healthy choices about what they eat, including thoroughly enjoying growing, cooking and eating their own vegetables. Children relish learning outside and being active, benefiting from free-flow outdoor play at every session. They safely move, balance and climb, showing great confidence and control as they use a wide range of equipment and make the most of natural spaces and slopes in the outdoor areas they use.

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

Leadership is inspirational. The provider, who is also the pre-school manager, and her staff are highly motivated and passionate about their work with children and families. They are focussed, innovative and highly successful in ensuring they consistently offer an excellent early years service which meets children's and parents' needs. The manager and staff are fully supported by an effective management committee in consistently monitoring and evaluating all aspects the pre-school provision. They accurately identify priorities for improvement and are highly successful in addressing these. In particular, in the last two years, they have made significant changes to the organisation and layout of the indoor and outdoor learning areas. As a result, they have created a most stimulating self-contained early years unit, where children can help themselves to a wealth of resources, become increasingly independent in managing their self-care and imaginatively develop their own ideas for learning. They have introduced children to the fun and challenges of Forest School and are currently focussing on further extending the provision for children's outdoor learning and, in particular, their access to more challenging physical activities. Children's social and emotional skills and many other aspects of their learning have been enhanced by their increasing involvement in community-based activities. As part of this the provider, staff and committee have also extended the remit of their weekly stay and play session to include activities for children and for parents led by other practitioners.

The manager and staff are highly skilled and knowledgeable. Their excellent team work, as well as their confidence in taking individual lead responsibility for aspects of teaching, safeguarding and monitoring, underpins the smooth running of the pre-school. The manager and staff carry out consistent and astute evaluations of their teaching and of children's learning, which result in prompt actions to address any gaps in the educational programme or a child's development. There are also highly effective arrangements for assessing and supporting staff's professional development. They then consistently apply the knowledge they have gained from attending courses and from their research to improving procedures, their teaching or the organisation of activities and resources. For example, a member of staff's ongoing research project has already helped her and her colleagues to develop some well-received activities and resources, which they used to

support children in preparing to start school.

Children are fully safeguarded. The manager and staff have an excellent knowledge of how to protect children from harm, as a result of regular training and their discussions about different issues relating to the protection of children. They clearly understand local safeguarding procedures and know what action to take if they have any concerns about a child's welfare. The manager and staff carefully monitor different aspects of children's health, well-being and safety. This includes ensuring there is a positive exchange of information with families about changes in children's behaviour, health and circumstances. They are professional and conscientious in their work with vulnerable children, their families and other agencies. The committee, manager and staff are proactive about offering additional opportunities for parents and carers, to access family support and advice as part of the pre-school's provision. For instance, there are close links with a local children's centre and a member of staff from there attends some of the pre-school's stay and play sessions.

Children's needs are quickly identified and met extremely well because of the excellent partnerships between the pre-school and parents, carers, other providers, the school and external agencies. Parents, carers and staff work successfully together to promote all aspects of children's care, learning and development at pre-school and at home. In addition, parents make an important contribution to the organisation and management of the pre-school through serving on the committee. They are actively involved in supporting the day-to-day administration of the pre-school and in developing its facilities and services. Their roles include recruiting staff, supporting the manager's professional development, auditing health and safety procedures, reviewing other policies and helping to raise funds. The manager and staff fully understand the importance of sharing information with other providers and schools in order to ensure consistency and continuity for children who attend more than one setting or who are moving on to full-time education. They are proactive about providing comprehensive information for teachers when children are going to school, as well as encouraging exchange visits and shared activities with schools. They use their well-established links with local childminders and other settings, for instance through their active involvement in the local early years partnership group, to ensure everyone is fully briefed about the needs of children who attend other settings as well as the pre-school. The manager and staff have exemplary professional working relationships with a range of external agencies, which ensure prompt, well-targeted support for children with special educational needs and/or disabilities and for vulnerable families.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	205269
Local authority	Worcestershire
Inspection number	865321
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	29
Name of provider	Hallow Pre-School and Playgroup Committee
Date of previous inspection	04/12/2008
Telephone number	01905 641834

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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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