

Hickling Hunnies Playgroup

Hickling C of E Infant School, The Street, Hickling, NORWICH, NR12 0XX

Inspection date

24/11/2014

Previous inspection date

18/01/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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

- Staff work very well as a team and deploy themselves effectively. They ensure the range of children's learning and care needs are met successfully. As a result, children are settled, happy and supported well in their care, learning and development.
- Children are safeguarded effectively. This is because staff complete regular child protection training, In addition, staff have a secure understanding of their roles and responsibilities and follow effective procedures to protect children.
- Successful partnerships with parents result in an integrated approach to children's care, learning and development.
- The links with the host school are good. As a result, children are very well prepared for their move to the school because they are very familiar with the environment and the other teachers.

It is not yet outstanding because

- The programme of professional development is not yet sharply focused and targeted to ensure that staff are consistently improving their already good skills and knowledge.
- There are some variations in staff skills to fully extend activities and conversations with the children. For instance, they do not consistently use challenging and open questions that extend the children's thinking to the highest level.

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 inside and outdoors
- The inspector conducted a joint observation with the playgroup manager.
- The inspector held discussions with the manager of the playgroup, the chairperson of the committee, the staff and the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the playgroup's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sharon Alleary

Full report

Information about the setting

Hickling Hunnies Playgroup was registered in 2010 and is on the Early Years Register. It is situated in a mobile classroom within the grounds of Hickling Infants School, Norfolk, and is managed by a committee. The playgroup serves the local area and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play. The playgroup employs three members of childcare staff. Of these, all hold appropriate early years qualifications. The playgroup is open during school term time on Monday and Wednesday from 8.45am to 2.45pm and on Tuesday and Thursday from 9am to 12noon. The playgroup is currently closed on a Friday. There are currently 18 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- expand the programme of professional development for staff, by ensuring it is astute and targeted to their individual needs, in order to enhance their already good practice to an outstanding level
- build on the already good teaching skills of staff so that they continually develop and improve their knowledge and practice, for example, by increasing their use of questions that provide extra challenge for children, to enrich the good learning that currently takes place.

Inspection judgements

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

The quality of teaching is good. Staff all have a secure understanding of child development and implement the learning and development requirements effectively in practice. Staff gather quality information from parents before their children start at the playgroup. This helps children settle because staff provide activities and toys that build on their interests. Planned play experiences are closely linked to children's individual interests and learning requirements. For instance, children show an interest in apples. As a result, staff and children visited an apple tree, made apple prints and cooked toffee apples. Consequently, children remain motivated and interested to learn. Observations are recorded in children's learning folders, which staff use to complete regular and precise assessments of children's achievements and progress. Staff monitor and track children's development over time. These assessment methods are effective in identifying any gaps in children's learning, enabling staff to put additional strategies in place, in order to meet all children's needs. Staff complete the progress check for children aged between two and

three years to identify any gaps in children's learning.

Staff actively use events in children's lives, such as a new baby in the family, to promote their confidence and self-awareness. Children gain a sense of self as they discuss their family life. Children's communication and language is well supported by staff, who engage children in meaningful conversation and show a genuine interest in their play. However, there is scope to extend staff's already good questioning skills to enhance children's learning to an even higher level. Throughout the playgroup, the children are able to learn about colour and begin to understand about different mathematical concepts through planned, spontaneous activities and through the daily routines. For instance, at snack time children identify the colour and shape of a visual aid before they are asked to go and wash their hands. Staff join in with children as they play with construction toys. They take this opportunity to extend their learning by asking, what shape have you got there? and, what other shape do you need? This supports the development of children's shape, space and measures skills. Children's early literacy is supported as they find their printed name card before snack to register their attendance at the table. Books are readily available for children to access in the cosy tent with cushions to rest on. This helps children to foster a love of reading.

Children develop positive relationships with community members when they visit the playgroup to read a story. In addition, the visitor engages the children in making nativity models for a church display. This captures children's imagination and creative arts skills. Outside, children have lots of activities to choose from, such as playing in the house, riding tricycles, throwing balls, sliding, rocking and playing in the sandpit. Consequently, staff provide children with good opportunities to develop their physical skills, balance and coordination. Children are enthusiastic and motivated learners supported by staff who understand how young children learn. Consequently, children are well prepared for the next stage in their learning, such as school. Parents are warmly welcomed into the playgroup by the caring and approachable staff. Parents discuss children's needs and achievements within the playgroup and at home on a daily basis with staff. The child's key person shares information with parents regarding their child's next steps for learning. Information is exchanged in various ways to support and help parents understand the areas of learning and how children develop through play. For example, parents regularly take home their child's learning folder. This means that parents are able to successfully contribute towards their child's learning and development.

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

Children relate well to the small staff team, showing they feel emotionally secure in their care. They are happy and enjoy attending the intimate and relaxed playgroup. Staff know the children well. Therefore, they are able to meet their care and learning needs effectively. Parents can gradually build up the length of time children are in playgroup or children can start straight away, depending on their needs. Parents are free to stay with their child to ensure they settle well. This helps children feel secure and make smooth moves from home into playgroup care. Staff have a naturally calming demeanour. They are patient and consistent in their expectations with regard to behaviour management. As

a result, children are exceptionally well behaved, well-mannered and polite towards staff and their peers. Children have good independence skills and confidently manage their own personal needs. They know to wash their hands before snack and lunch times. They pour their own drinks and choose their own snack with ease.

All children bring a packed lunch to the playgroup. Parents are supported in making healthy choices because the manager is pro-active in providing advice and information on what to pack for lunch. Children have daily opportunities to experience the benefits of physical exercise. Wheeled toys allow them to take safe risks and experience challenge. Children also experience greater, age-appropriate risks and challenges as they negotiate the trim trail on the host school field. Children's safety is promoted well. Staff are good role models for children. They help children learn about keeping safe through daily tasks and activities. For example, staff remind children about the hazards if they run inside and encourage children to walk indoors. In addition, staff practise regular fire drills with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe.

There is a good range of toys and resources inside and outdoors that successfully supports children's all-round development. Children have opportunities to learn about different cultures. For example, when celebrating Diwali, staff invite playgroup family friends to share their Indian dancing skills. This supports children's development in understanding, recognising and respecting similarities and differences between themselves and others, and among families, communities and traditions. Staff prepare children well for entry into school as there is strong liaison between the playgroup and teachers at the host school. In addition, older children have one day a week at the playgroup where they undertake activities in the host school, such as assembly and a physical education session in the school hall. This means, they are secure about starting school.

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

Children are effectively safeguarded. This is because staff have a secure knowledge and understanding of what they need to do should they have any concerns regarding a child in their care. Staff complete visual checks before children arrive to ensure all areas where children access are free from hazards. Furthermore, all risk assessments for inside, outdoors and for outings are thorough, promoting children's overall safety. Children are closely supervised and adult-to-child ratios are met successfully. Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented. For example, a clearly written policy covers the action that is taken regarding the use of mobile phones and cameras in the playgroup.

Recruitment and selection procedures ensure that all adults employed at the playgroup are suitable to work with children. For example, all staff have completed current Disclosure and Barring Service checks and all hold relevant childcare qualifications. The small staff team have clearly forged close working relationships, which enables them to work very well as a team. This helps to maintain the consistently good teaching practice. The manager and committee support the staff in their mandatory professional development by

carrying out supervisions. However, staff's training plans are not yet tailored to their individual needs and interests, or focused sharply enough to ensure that they continue to improve their already good practice with children. The educational programme is monitored effectively by the manager. This includes regular tracking of individual children, planning and observations to ensure appropriate intervention and monitoring of children and the areas of learning.

Self-evaluation and reflective practice is embedded. Staff have a good understanding of their strengths and areas for development. Action plans are implemented effectively to address children's changing needs. Current development plans include creating a nature area in the outdoor space. Furthermore, the manager welcomes ideas and suggestions from parents to make continual improvements for children so that they may have better outcomes. The playgroup enjoys close working partnerships with parents. Parents spoken to at the time of the inspection are happy with the playgroup and find the staff friendly and welcoming. The staff team understand the importance of partnership working with external agencies and shared carers in order to secure appropriate interventions and interactions for children to receive the support they need. This ensures continuity in the children's ongoing 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. 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	EY410135
Local authority	Norfolk
Inspection number	849985
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	18
Name of provider	Hickling School Playgroup Committee
Date of previous inspection	18/01/2012
Telephone number	01692 598355

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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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