

Hanley Swan Pre-school Playgroup

Hanley Swan Village Hall, Welland Road, Hanley Swan, Worcester, Worcestershire, WR8 0EQ

Inspection date	26/11/2014
Previous inspection date	20/04/2010

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

- Children thrive and enjoy themselves in the happy, purposeful atmosphere at pre-school. The manager and staff sensitively help them to settle and to become socially and emotionally confident. Children are well-supported and fully understand how to behave and to relate positively towards each other. They play cooperatively and clearly relish each other's and staff's company.
- Good relationships with parents, carers and others mean that children's needs are effectively understood and met. The manager and staff have developed professional relationships with external agencies, the local primary school and other providers to ensure well-targeted timely support for individual children and consistency for all those moving on to school or who attend another setting.
- Children are fully safeguarded. The manager and staff have a secure knowledge of how to protect children from harm. They conscientiously and sensitively work with parents, carers and others to minimise the risks of harm to individual children.

It is not yet outstanding because

- At times, the manager and staff miss opportunities to further extend older and more able children's independence, critical thinking and problem solving skills during discussions and routines, such as snack times.

- Staff have not fully developed a more consistent approach to involving all parents in agreeing their children's next steps for learning and in planning how these can be followed up at pre-school and at home.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the small hall and the outside learning environment and carried out a joint observation with the manager.
- The inspector held meetings with the chair of the management committee and manager and spoke to the children and staff throughout the inspection.
The inspector looked at and discussed children's assessment records, planning documentation and a sample of records and policies relating to their welfare, health and safety.
- The inspector checked evidence of suitability of the committee and the suitability and qualifications of the staff working with the children.
- The inspector looked at and discussed the self-evaluation form and plans for improvement.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Rachel Wyatt

Full report

Information about the setting

Hanley Swan Pre-School Playgroup opened in 1970. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school operates from two rooms in the village hall in Hanley Swan near Malvern in Worcestershire. It is managed by a committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff. Of these, five have appropriate early years qualifications at level 3. One member of staff is working towards a degree in early years. The pre-school is open Monday, Tuesday, Wednesday and Friday during term time. Sessions are 9am to 12pm on a Monday and from 9am to 3pm on Tuesday, Wednesday and Friday. Children attend for a variety of sessions. There are currently 30 children on roll who are aged between two and four years. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. There are close links with the local primary school and a children's centre. A stay and play session is also held at the pre-school on a Monday morning from 9am to 10am for parents and younger children.

What the setting needs to do to improve further

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

- strengthen the already good teaching by making better use of questioning and resources to further develop older and more able children's independence, critical thinking and problem solving skills

- embed a more consistent approach to involving all parents in agreeing their children's next steps for learning and in planning how these can be followed up at pre-school and at home.

Inspection judgements

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

Children enjoy learning in the welcoming and friendly surroundings. They are ably supported by attentive and enthusiastic staff to become purposeful, effective learners who make good progress in all areas of learning from their starting points. The manager and staff plan and organise interesting and relevant topics and activities, which take account of children's individual learning and development needs, their interests and ways of learning. Staff have a good understanding of these as a result of their interactions with children, their accurate observations and assessments and regular information sharing with parents, carers and others involved in their learning. The manager and staff effectively draw on their knowledge of the learning and development requirements and refer to

developmental guidance to ensure they know how well children are progressing at any given time. They promptly highlight any gaps or possible delays in children's learning and use more detailed assessment procedures to help them to precisely identify what aspects of a child's development they need to focus on. The manager and staff are conscientious and successful in working sensitively with parents, carers and other professionals, such as the local inclusion team, health visitors and speech and language therapists. Their effective partnerships enable them to put in place early, well-targeted support, for instance, to help children to learn how to play or to develop their attention and speech or to improve their behaviour and relationships.

The manager and staff relate well to children and effectively support them in becoming confident, attentive and increasingly articulate in readiness for school. They plan and organise a good balance of adult-led and free choice activities, so that they direct their teaching to children's individual needs and offer them worthwhile opportunities to make choices and to express their ideas. Staff work effectively with children on an individual basis or in small groups to develop their speaking, listening, good behaviour and positive relationships or to reinforce other key skills, such as recognition and use of numbers, letters and sounds. As part of their weekly planning, the manager and staff include a focus on specific aspects of children's early literacy and maths. At the moment, they are concentrating on colours and children eagerly bring in or wear items to reflect the colours of the week. The manager and staff also provide regular opportunities for children to come together for a whole group activity or discussion. They encourage children to learn from each other's example, reinforce their listening, attention and turn taking, and promote their confidence in speaking in a larger group. Staff also often split the group of children, for instance, some play outside while others are having a snack and enjoy activities indoors. This enables the manager and staff to better manage routines, such as helping children to get ready for outside play and to give them more individual attention. As a result, all children are confident to join in activities. They are well supported to sustain their interest and involvement and are often quite determined in the way they concentrate and persevere. For example, children are excited by the plans for their forthcoming Christmas production. They eagerly make paper streamers, which they will use during a dance, and enthusiastically show these and explain their use to their friends, parents and carers. Outside, younger children are determined as they practise balancing on raised wooden stepping stones, showing great delight when they achieve this unaided. They continue to repeat the exercise to show off their skill. However, sometimes during activities and routines, such as snack times and group discussions, the manager and staff do not always adapt their teaching or the use of resources to further extend the independence, critical thinking and problem solving skills of more able and older children.

The manager and staff skilfully encourage and develop children's speech and language. They consistently foster their attentive listening and taking turns in speaking so that everyone has a chance to contribute to discussions. The manager and staff adeptly incorporate activities and verbal exercises designed to help children with speech and language delay but which also benefit all children. In addition, their effective questions, clear explanations and good use of signing and visual aids extend all children's understanding, speaking and vocabulary. There are many lively conversations during activities and mealtimes and children relish listening to well-told stories and joining in fun songs and rhymes.

Parents and carers effectively contribute to their children's learning and development at pre-school. Their views about their children's interests and abilities help staff to get to know them and to accurately assess their starting points and ongoing developmental needs. Parents and carers are well informed about the range of activities offered to their children. For example, before their child starts pre-school, parents are encouraged to bring them to designated stay and play sessions. As a result, children are introduced gradually to their new surroundings and experiences and parents can see how their children's learning and development will be promoted. They also know about their children's activities because they often tell their parents about what they have been doing and making and staff give them regular verbal and written feedback. Parents and carers of children who have special educational needs and/or disabilities are fully involved in discussing and reviewing their child's learning priorities and how these are to be followed up. All parents have opportunities to more formally review their children's activities and achievements, for instance, during parents' evenings or when staff complete progress checks for children between the ages of two and three years. However, the manager and staff do not consistently discuss every child's next steps with parents so they can all plan together, to further enhance the already established arrangements for providing general ideas for activities to follow up learning at home.

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

Children flourish at pre-school and are well-prepared socially and emotionally for their future learning, including going to school. The kind, attentive manager and staff successfully promote children's confidence and sense of belonging. They soon settle at pre-school, form close attachments and have positive relationships with staff and each other. Children are listened to and feel valued because staff reflect their interests in activities and follow up their ideas, for instance, to make rain catchers or to go on a walk to collect blackberries. In addition, the manager and staff consistently acknowledge children's efforts and achievements. They make it clear why children have been praised or given a much sought after reward sticker. As a result, children are keen to do well and take pride in their own and other children's successes. The manager and staff sensitively help children to play well together and to enjoy each other's company, for example, during relaxed social snack and mealtimes.

Children behave well because the manager and staff make it clear what is happening next and what is expected of them throughout the session. Staff ensure children have regular opportunities to discuss and demonstrate the pre-school's golden rules. Children readily follow staff's requests and explain why it is important to listen, get on well and to be kind and helpful. They are keen to take responsibility, for instance, helping to tend vegetables and flowers they have planted and looking after their own possessions. Children carefully store their craft and art work and other items, such as their sticker chart, in their labelled drawer. They put their outdoor shoes or boots by their peg where they hang up their coats. Children also eagerly assist with tidying away toys at the end of a session. Children are well looked after. The manager and staff fully understand and conscientiously meet children's individual care routines, health and dietary needs as a result of their good information sharing with parents and carers. They all work effectively together to ensure

consistent approaches to developing children's independence in managing their toileting and good hygiene. Younger children are sensitively helped to become confident and reliable in using the potty or toilet unaided. As part of this, children delight in listening to and talking about fun stories featuring potty training. They wash and dry their hands properly and explain this is important 'because of germs'. Children enjoy nourishing snacks and regular drinks of water. They gain an understanding of healthy eating through regular cooking activities and opportunities to grow their own vegetables and herbs. Children relish being outside. They eagerly put on waterproofs and boots so they play outdoors whatever the weather or conditions. Children are physically active, moving with increasing control and balance, for instance, when they confidently walk along wooden stepping stones or act out rescuing each other from the grassed earth mound. Children's physical skills and exploration are further extended by taking part in Forest School activities at the school.

The manager and staff fully understand their responsibility to promote children's safety and welfare. They effectively assess risks and monitor safety and security so children are looked after in safe, secure surroundings and use good quality equipment and toys. Children and staff talk about why it is important to walk around the premises and they are helped to safely use physical play apparatus and tools, such as scissors. Staff extend children's understanding of other aspects of safety, for example, by talking about feelings and their own personal safety, and by involving them in discussions about fire safety and emergency evacuation drills.

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

The manager and staff confidently carry out their roles and responsibilities. They work well as a team to provide children with a good level of support and to ensure sessions are generally well-managed. Members of the management committee increasingly support the smooth running of the pre-school. They are involved in recruiting staff and promoting their professional development, as well as helping with financial management, general administration and fundraising. The views of committee members, parents, carers and children all influence the ongoing development of the pre-school. The manager and staff regularly meet to review their work with children and consistently monitor the quality and impact of different aspects of the pre-school's provision. Their assessments and tracking of children's progress mean they not only promptly identify and address gaps in children's learning but also in the educational programme. The resulting plans for improvement are appropriate and effectively addressed. For example, children's independent choices have been encouraged as a result of more accessible storage of toys and equipment. Interesting new resources have enriched their learning about different aspects of maths, science and technology. Effective staff performance and training procedures ensure the manager and staff keep up-to-date and consistently develop their knowledge and skills.

Children are fully safeguarded. The manager and deputy manager confidently carry out their roles as lead practitioners for safeguarding. Staff also attend regular safeguarding training, which is relevant to their roles within the pre-school. The manager and staff conscientiously monitor children's health, welfare and behaviour. They know what action

to take if they have any concerns about a child's welfare. The manager and staff sensitively work with parents, carers and other agencies to implement well-targeted, timely interventions in order to improve children's development and to ensure they are consistently kept safe. All staff working with children are aware of who can have access to them and there are clear procedures relating to the collection of children. Effective recruitment, vetting and induction procedures for staff and volunteers, including committee members, ensure all those involved in managing or working in the pre-school are suitable and have appropriate expertise to work with young children.

Positive relationships with parents, carers, the local school and other agencies make an important contribution to the manager's and staff's success in understanding and meeting children's needs. Parents and carers welcome the many opportunities to exchange information about their children's care, learning and development. They influence the ongoing development of the pre-school through their feedback, serving on the committee and helping with fundraising. The manager and staff work well with other agencies from health, social care and a local children's centre to promptly identify and support the needs of individual children and of those with developmental delay. Staff ensure children who attend more than one setting have consistency and continuity because they are proactive about discussing their development, next steps and care needs with other providers. Children are also confident about starting school. They are familiar with the adjacent primary school's premises, routines and some activities through taking part in sessions, such as Forest School. The reception teacher and his class also visit the pre-school for enjoyable shared activities, including a recent exploratory and creative play session. The manager and staff make sure they contact all schools and other settings that children move on to, so they can discuss and plan for each child's stage of development, next steps and any specific care or learning needs. As a result, children are effectively helped to make smooth moves in to full-time education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	205534
Local authority	Worcestershire
Inspection number	871113
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	30
Name of provider	Hanley Swan Pre-School Group Committee
Date of previous inspection	20/04/2010
Telephone number	07891 696049

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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