

Hollins Pre-School Playgroup

Hollins Community Centre, Hollins Lane, Bury, BL9 8AT

Inspection date	04/12/2014
Previous inspection date	13/02/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children have plenty of space to play and explore, with a variety of resources both inside and outside.
- Staff have warm and friendly relationships with children and parents comment that they are happy with the care and support given to their children.
- Safeguarding procedures and safety arrangements ensure that children are protected from harm.

It is not yet good because

- Children do not make the best possible progress, because planning arrangements do not ensure that activities are tailored precisely to individual children's needs.
- Staff do not always support children effectively to develop their critical thinking and problem solving skills.
- Assessments are inconsistently completed by staff. Therefore, staff do not have a clear understanding of what children know and can do. Parent's contribution to initial assessments on entry are not consistently sought.
- The procedure for monitoring staff practice is not robust enough to identify and address inconsistencies in teaching.
- Staff do not always provide opportunities for children to draw their own representations of objects.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the pre-school.
- The inspector observed teaching and learning activities in the main playroom and the outdoor area.
- The inspector carried out two joint observations with the pre-school manager.
- The inspector looked at a selection of children's assessment records, the planning documentation for all key groups and held discussions with the manager and deputy manager.
- The inspector checked evidence of the suitability and the qualifications of all staff working with the children and a selection of documentation related to children's welfare.
- The inspector took account of the views of staff, children and parents spoken to on the day of inspection.

Inspector

Joanne Parrington

Full report

Information about the setting

Hollins Pre-School Playgroup has operated since 1972 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school operates from a large community centre in the Hollins area of Bury, Lancashire. The pre-school is managed by a committee. All the children have access to a large hall and a secure, enclosed outdoor area. The pre-school serves the local area and is accessible to all children. It operates Monday to Friday, from 9am until 4pm, during term time only. Children attend for a variety of sessions. There are currently 29 children attending in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs six members of childcare staff, including the manager, all of whom have appropriate early years qualifications at level 3 and above. The pre-school also employs administrative staff. The pre-school receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information gained from observation and assessment to precisely plan for children, to meet their individual needs and consistently provide them with appropriate levels of challenge, in order to engage and support them in developing the skills they require for their next steps in learning so children make the best possible progress
- develop the arrangements for involving parents in children's learning, for example, by encouraging them to share more information about their child's development in order to enhance the initial assessments of children's existing skills on entry and by involving them in children's learning on an ongoing basis.

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

- build on children's critical thinking and problem solving skills, for example, through a more considered use of open-ended questions and purposeful interactions by staff
- develop further the system for monitoring staff practice so that inconsistencies are identified and addressed promptly, improving learning outcomes for children
- develop opportunities for children to gain confidence and create their own representations of objects, for example, by enabling them to draw their own pictures.

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

Staff have a sound knowledge of how children learn and develop. Staff provide activities across the seven areas of learning to occupy children during the session. However, they do not always provide appropriate levels of challenge for children during planned or spontaneous activities. For example, when children take part in a baking activity, staff offer little challenge as children do not discuss what ingredients are needed or weigh the ingredients, as staff use a pre-packed mixture that only needs water adding. Additionally, children begin to decorate the pre-school with pictures related to Christmas. Again this activity lacks challenge for children. Staff have pre-printed, pre-cut and selected correct colours and resources needed. Therefore, all children produce the same end product so children are unable to make their own pictures. The quality of teaching is variable. Consequently, children do not make good progress in their learning. Nevertheless, nearly all children are within the typical range of development for their age. Staff miss

opportunities to take learning further, particularly in extending children's thinking skills, as they do not encourage children to solve problems or consistently use open-ended questions.

Children are acquiring some skills the need to be ready for their next stage in learning or a move to school. When children arrive they take part in self-registration. Once all the children have arrived and settled they get together for registration. This gives children the opportunity to discuss the days of the week, the date and the month. They delight in talking about the weather outside and recall they will need their hats, scarfs and gloves because it is very cold outside. Older children enjoy listening to familiar stories and eagerly join in discussing what happens next in the story. Children have access to a selection of writing tools and are beginning to give meaning to the marks they make. For example, some older children are able to form some of the letters of their name.

Planning and assessment requires some improvements in order for staff to be able to ensure children make good progress. Staff plan for their key children on a rotation cycle based on children's interests or next steps in learning. While this effectively supports the key group of that week, the other children are not as effectively supported in their current next steps in learning, as it is not their week to have targeted planning. The other children are encouraged to take part in the adult-directed activities so some learning does take place. However, this way of planning is not effective enough to ensure that all children are gaining the learning experiences that they require in a sufficient time scale. Staff do not always demonstrate high expectations of all children by considering what they already know and can do and do not consistently use the assessments given to aid this. As a result, children's progress towards the early learning goals is not fully supported. Children who speak English as an additional language and children with special educational needs and/or disabilities are supported to make progress. Staff use information from other professionals to implement strategies to support the range of children attending. However, staff do not always encourage parents to share information about their child's development when they first begin attending in order to inform their initial assessments of children's skills. Consequently, children's progress is not fully supported by a consistent approach between parents and staff. Parents speak positively about the care their children receive and comment on how settled and happy their children are.

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

Children and their families are warmly welcomed into this friendly pre-school. As the children arrive, they settle well and begin to access the activities on offer. As a result, children demonstrate that they are feeling emotionally secure within the environment. There is a gradual admissions process in place which allows children and parents to build warm relationships. The majority of staff are long serving and children demonstrate secure attachments to staff and confidently interact with visitors, which shows they feel safe and self-assured. The key-person system is effective in ensuring that children's emotional well-being is supported, including ensuring children are emotionally prepared for their next stage in learning. Staff have discussions with children about the imminent change and encourage them to share their experiences when they have visited school. Staff have built

relationships with local schools and teachers are invited into the pre-school to meet and observe the children in comfortable and secure surroundings. Children who speak English as an additional language and those children with special educational needs and/or disabilities are further supported during change, as staff work with parents and other agencies who are involved, to discuss how children's needs can be met most effectively. Consequently, children are suitably emotionally prepared for the times of change.

Children learn about healthy lifestyles. They spend time outdoors in the fresh air each day and enjoy exploring the range of equipment on offer. Children's physical development is suitably promoted while outside. For example, they enjoy climbing up the frame, sliding down the slide, learning to pedal bicycles and painting on the plastic frames. Children demonstrate their understanding of sharing and taking turns which staff recognise and praise. As a result, children's awareness of thinking of others and behavioural expectations are suitably promoted. Children learn about hygiene routines and through discussions with staff, they clean their hands after using the toilet and before snacks and meals. Children bring their lunch from home, which is suitably balanced and nutritious. Staff further support children's awareness of eating healthy foods by offering fresh fruit and vegetables at snack time. Children decide when they would like to take a break from playing to have their snack. They have a good understanding of the system in place and confidently put their name card in the basket. This supports children's opportunities to become self-reliant and make some decisions. Children have access to fresh drinking water throughout their session. Dietary needs and preferences are discussed with parents and are adhered to carefully to maintain children's good health and well-being.

Children learn about their own safety and that of others. For example, as they take part in a cutting and sticking activity, staff support them to use scissors safely. Children also take part in the evacuation drill, so they know how to keep themselves safe in an emergency. Additionally, children are beginning to take some calculated risks in their play and this helps them to understand dangers in the environment and their individual limitations. For example, outdoors, children climb up the equipment safely in order to slide down the slide. Children demonstrate good behaviour, which is influenced by the positive role modelling of staff. Children's behaviour is managed effectively because staff provide clear boundaries. On the rare occasion staff do have to intervene they get down to children's level and talk to them calmly, explaining the importance of being kind to friends. Staff provide children with praise and encouragement, demonstrating that they value the achievements and efforts that are made, therefore, promoting children's confidence and self-esteem. The staff model courteous language, such as 'please' and 'thank you' so children learn from their example.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the management team. Staff have a sound knowledge of the safeguarding policy and the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. Safeguarding training is undertaken by all staff. Staff

supervise children well, consequently, children are suitably protected. Procedures regarding the safe use of mobile phones and cameras are clear and are implemented effectively by the staff. Safer recruitment and selection procedures are followed including identity checks, qualification verification, reference checks and clearance checks to assess an applicant's suitability to work with children. Staff induction processes are in place which enables staff to understand their roles and responsibilities.

The management and staff have an understanding of their responsibilities in meeting the learning and development requirements. The manager monitors the staff's assessments of children and discusses children's development. However, systems to track children's progress are not used effectively and are found in some cases incomplete and do not contain information about current development levels or identify any areas of learning where children may have gaps. Furthermore, parental involvement in assessments does not currently aid their contribution to their child's learning or enable staff to have a good base on which to plan from. The planning of activities is not sharply focused on individual children's next steps to ensure all children make consistently good progress in their learning. Teaching practice requires improvement because of inconsistencies in practice. This is particularly with regard to staff interactions with the children and the use of questioning in order to challenge children and ensure that they begin to make good progress. Monitoring systems are not robust enough to identify where there are inconsistencies in teaching. This means that these inconsistencies are not addressed promptly and children do not always make good progress in their learning.

The managers have some understanding of the strengths and aspects for further development and involve staff, parents and children to highlight improvements in the service they provide. The manager has prioritised completing the actions and recommendations given at the last inspection and therefore has not reviewed the practice of the pre-school as a whole, in order to identify and prioritise other areas that may need improvements. Staff receive support from local authority advisers and they value input from other professionals, such as, health visitors and speech and language therapists. A system to support children with special educational needs and/or disabilities is in place. Staff work with external agencies to meet the individual needs of the children and attend meetings to ensure consistency. Staff have formed links with other providers, in order to share information and support children effectively when they attend more than one setting, or when the time comes to move on to school. Sound links with parents mean that children's care needs are generally met.

The Childcare Register

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

The requirements for the voluntary 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	316853
Local authority	Bury
Inspection number	971377
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	29
Name of provider	Hollins Pre-School Playgroup Committee
Date of previous inspection	13/02/2014
Telephone number	0402 213 960 and 07702 213 960

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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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