

Little Hedgehogs at Longnor & District Pre-School Playgroup



St. Bartholomews C of E Primary School, Buxton Road, Longnor, BUXTON, Derbyshire, SK17 0NZ

Inspection date	8 May 2015
Previous inspection date	22 November 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Information gathered by staff about children's learning and development is not updated frequently enough. As a result, some children's next steps in learning are not always current enough to ensure sufficient challenge and to promote their continued progress.
- Children's next steps in all areas of learning are not fully addressed in planning. As a result, some areas of learning, such as literacy, are not as well promoted as others, such as mathematics.
- Behaviour expectations during group activities, such as circle time, are not consistently managed. This reduces children's learning opportunities and does not prepare them fully with the skills they will need for school.
- Staff have not considered providing opportunities for older and younger children to experience smaller group activities, to focus more specifically on age-appropriate skills.
- Opportunities for staff to reflect upon their own teaching practices and those of others are not yet embedded, to share good practice and develop staff's professional skills.

It has the following strengths

- Children enjoy their time in the pre-school. They make choices from a wide range of resources indoors and outdoors, which contributes to their steady progress.
- Staff have a sound knowledge of child protection and know how to deal with any concerns. This means that children are suitably safeguarded.

What the setting needs to do to improve further

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

- ensure that assessments of all children's progress are updated regularly, so that the identified next steps in learning are current and appropriately challenging, to help children to make the best possible progress in their learning and development
- develop the existing planning system, to ensure that all areas of learning are equally promoted, so that children are supported in making the best possible progress towards the early learning goals, in all seven areas of learning
- manage children's behaviour in an appropriate and consistent way, so that staff make clear to children the behavioural expectations, such as listening and respecting others during group activities and the consequences of them not meeting these expectations.

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

- consider providing opportunities for the older and younger children to experience smaller group activities with staff, in order to focus more specifically on age-appropriate needs, such as communication and listening skills
- enable staff to reflect upon their own teaching practices and those of others, in order to develop the quality of teaching to a consistently good level.

Inspection activities

- The inspector observed a range of activities, care routines and interactions between staff and children both indoors and outdoors.
- The inspector discussed an activity with the pre-school leader, to reflect on the learning benefits to the children and identify areas for further development.
- The inspector spoke with the pre-school leader, staff and children at appropriate times during the inspection.
- The inspector looked at children's assessment records, planning documents, and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and the suitability of the committee members.
- The inspector viewed the provider's self-evaluation form prior to the inspection and discussed current plans for improvements with the pre-school leader during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the pre-school's own parent survey.

Inspector

Sharon Lea

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff observe children during play and use this information to assess their progress. However, assessments are not always updated regularly enough. As a result, children's next steps in learning are not always current, resulting in planned activities focusing on skills, such as counting which some children have already mastered. Consequently, children are not challenged by the activities and their progress is not effectively promoted. In addition, planning does not cover all areas of learning equally. For example, literacy activities are not always promoted each week, meaning that children make less progress in this area. Consequently, children are not being fully supported in making the best possible progress in all seven areas of learning. A wide variety of activities and resources are freely accessible to the children throughout the sessions. However, some activities do not meet the needs of both younger and older children. Staff have not considered the benefits of smaller group activities, so that children who are due to move up to school experience opportunities to work together and discuss their ideas in more detail.

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

Staff are kind and caring, and good relationships are evident between staff and children. Parents are encouraged to share observations of their children from home. These are displayed on pride balloons and shared with the group during circle times. Children's self-esteem and confidence is further promoted through show and tell sessions where they share something from home with the group. However, during these sessions, staff do not reinforce behaviour expectations, such as sitting and listening. Consequently, those speaking cannot be heard by everyone, as staff do not take effective control of the group. Children have daily outdoor play in the outdoor area. This supports their health and well-being as they have space to run and explore. Independence skills are promoted as children who are able, use the bathroom independently.

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

The pre-school leader has an appropriate understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. However, her understanding of the learning and development requirements is not as strong. As a result, there are breaches in the assessment and planning requirements which impact upon the quality of children's learning and development. The pre-school leader carries out supervision sessions with staff, supporting them to fulfil their roles. However, opportunities for staff to develop the quality of their teaching practices through, for example, peer observations, are not yet established. Although all staff hold appropriate childcare qualifications, this has not promoted children's learning to at least a good level. Self-evaluation of the pre-school has been undertaken and parents are consulted on their views through questionnaires. Partnerships with the on-site school are good and children spend time each week participating in activities in the school. This helps to prepare them emotionally for the move on to school when the time comes.

Setting details

Unique reference number	218187
Local authority	Staffordshire
Inspection number	865719
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	16
Number of children on roll	15
Name of provider	Longnor and District Playgroup Committee
Date of previous inspection	22 November 2010
Telephone number	01298 83233

Little Hedgehogs at Longnor & District Pre-School Playgroup was registered in 1992. The pre-school is a registered charity and is managed by a voluntary committee of parents and volunteers. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens on Monday, Wednesday and Friday during term time only. Sessions are from 9am until 12 noon and 1pm until 3pm. A lunch club operates between 12 noon and 1pm. The pre-school provides funded early education for two-, three- and four-year-old children. It has good links with the on-site school.

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