

Hutton Playgroup

Hutton Village Hall, Moor Lane, Hutton, Preston, PR4 5SE



Inspection date

11 May 2015

Previous inspection date

13 December 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		Good	2
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:

- The management team are not clear about their roles and responsibilities. Managers do not ensure that all the requirements of the Early Years Foundation Stage are implemented. Changes to the management committee have not been notified to Ofsted. Self-evaluation is not rigorous enough in identifying and acting on areas to improve, such as identifying breaches to the legal requirements.
- Not all staff handling food have received food hygiene training. Routines, such as tidying up and snack time, do not always fully support children's independence and self-help skills.

It has the following strengths

- The quality of teaching is good. Management regularly review children's progress and staff provide a broad range of well-planned learning experiences, covering all seven areas of learning. As a result, all children are motivated and keen to learn. Therefore, when the time comes, they are ready for the next stage in their learning, including school.
- Partnerships with parents and other professionals are strong. Parents contribute to the assessments and are kept informed regarding children's progress. This shared approach effectively supports children's learning, development and well-being.
- Safeguarding procedures are good. Staff have a good understanding of how to protect children and effectively support their growing understanding of how to keep themselves safe.
- Children with special educational needs and/or disabilities are particularly well supported. The special educational needs coordination is well organised, thorough and comprehensive, supporting children and their families very well. As a result, children have their individual needs met and make very good progress from their starting points.

What the setting needs to do to improve further

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

- ensure that all staff involved in the preparation and handling of food are trained in food hygiene.

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

- review the playgroup's routines to ensure children's independence and self-help skills are always fully promoted
- develop the use of self-evaluation and reflective practice to ensure all legal requirements are always met and to continually identify the playgroup's achievements or ongoing areas for future development.

Inspection activities

- The inspector observed activities indoors and outside.
- The inspector conducted a joint observation with one of the managers.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jacqueline Midgley

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The experienced staff all hold qualifications in childcare and use this knowledge to provide a good range of learning opportunities based on children's interests, which cover all areas of learning. For example, children's learning is well supported outdoors as they plant the sunflowers, which they have grown, and investigate creatures living under the logs. Their understanding of the world, communication and language, and mathematical development are enhanced as they estimate, count, describe and identify the insects. Planning and assessments are precise, sharply focused on each child's needs and effectively shared with parents. Therefore, children of all ages make good progress from their starting points. Children with special educational needs and/or disabilities are particularly well supported through very effective partnerships with parents and other professionals.

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

Children enjoy close supportive relationships with staff who praise them and build their self-esteem. Their confidence, physical and emotional well-being is supported through effective care practices. Children's good health is supported, as they are provided with healthy snacks and water or milk to keep them hydrated. However, not all staff handling food have received the required training in food hygiene, compromising children's health. Children's independence and self-help skills are not always fully supported during routines. This is because they do not always tidy their toys away or serve their own drinks and snacks. Staff support children's growing understanding about how to keep themselves safe. They remind children about safety and employ effective strategies to support the playgroup's safety rules. Children using the climbing apparatus and slide, are reminded that a maximum of five are permitted on the equipment, as they can only climb it if they are wearing one of five available armbands.

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

The safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage, are mostly understood by managers. However, the roles and responsibilities of managers are not fully understood. For example, although, committee members have undergone Disclosure and Barring Service checks, Ofsted has not been able to carry out its checks of their suitability because the nominated person has failed to notify Ofsted of changes to committee members. This is a breach of the Early Years Foundation Stage requirements. Self-evaluation is not used effectively to ensure all legal requirements are always met and to continually identify the playgroup's achievements or ongoing areas for development. For example, managers have failed to ensure all staff handling food have received training in food hygiene and that required notifications are made to Ofsted. Effective systems for the supervision of staff ensure that skills gained from training are disseminated. This has a positive impact on the learning experiences of all children, such as staff supporting them to learn early sign language. Therefore, children are provided with interesting and inclusive learning experiences.

Setting details

Unique reference number	310285
Local authority	Lancashire
Inspection number	871879
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	20
Name of provider	Hutton Playgroup Committee
Date of previous inspection	13 December 2010
Telephone number	01772 612 806

Hutton Playgroup was registered in 2001. The playgroup employs five members of childcare staff. All hold appropriate early years qualifications, four at level 3 and one with Qualified Teacher Status. The playgroup opens from Monday to Friday term time. Sessions are from 9am until 12.30pm, except Wednesday when it opens from 8.15am until 11.15am. The playgroup provides funded early education for two-, three- and four-year-old children.

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