

Horsendale Playgroup

New Community Room, Assarts Road, Nuthall, Notts, NG16 1AP



Inspection date

5 June 2015

Previous inspection date

12 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children have strong attachments to the staff, who are caring and attentive to their needs. This enables the children to explore their environment with confidence and ensures their emotional well-being is supported well.
- Children enjoy the freedom of accessing the stimulating and well-resourced outdoor area. As a result, children's physical development and health are promoted well.
- Staff organise a varied range of well-planned activities for children, which helps them to make good progress in their learning.
- Staff have developed strong links with local schools. Teachers visit the playgroup, enabling children to get to know their new teachers and talk about their new setting. As a result, children are prepared well for school.
- The managers and their well-qualified team demonstrate a strong commitment to promoting a high-quality provision. Improvement is appropriately driven to enhance the quality of children's care and learning.

It is not yet outstanding because:

- Staff do not always use daily routines to promote children's self-help skills.
- Staff do not always make the most of opportunities to extend children's independent learning.
- Partnerships with parents are not fully effective, as the provision does not include the views of their in the evaluation of the setting.

What the setting needs to do to improve further

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

- support staff to use daily routines to fully enhance children's self-help skills
- make the most of all opportunities to develop children's independent learning, for example, by improving the range of accessible supporting resources
- include the views of parents when identifying the setting's strengths and areas for development.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector held a meeting with the manager.
- The inspector observed an activity and discussed it with the manager.
- The inspector looked at a selection of assessment records and planning documents.
- The inspector checked evidence of the suitability of staff and spoke to the manager about her plans for improvement.
- The inspector took into account the views of the parents spoken to on the day of the inspection.

Inspector

Tina Garner

Inspection findings

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

Teaching is good. All staff understand how to promote children's learning, and now thoroughly plan for children's next steps in development, based on their ongoing observations of children's play. Consequently, children make good progress, particularly in their personal, social, and emotional development, as well as, in their communication and language development. Staff are skilful at engaging children in constant discussions. They model language during activities and use questions effectively to help develop children's thinking skills. Children regularly choose books to look at and practise their early writing skills. They enthusiastically join in play with staff as they paint, exploring different ways of making prints and patterns. Staff prepare children well for school, by teaching them to recognise numbers and letters.

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

The outdoor area provides excellent opportunities for children to develop their physical skills. They develop control and coordination through gardening and climbing. Children balance well, as they carefully negotiate and jump their way across tree stumps. Staff effectively support children to socialise and communicate with each other. Children behave well, because staff are good role models and constantly praise their efforts and achievements. Children learn about the importance of good hygiene routines, and wash their hands at appropriate times. They handle resources confidently and make choices regarding the areas they wish to play. However, staff do not always provide opportunities for children to further develop their independent learning or self-help skills. Children have limited access to additional supporting resources that help them further develop their independent play ideas. Also, daily routines do not consistently encourage children to develop self-help skills. Staff and parents meet to discuss children's move on to school, and work well together to prepare children emotionally.

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

Since the last inspection, good progress has been made in raising standards. The managers now carry out regular supervisions with staff to ensure that they are working at a consistently good level, and any training needs are swiftly identified. Regular reviews of safeguarding procedure and of risks in the environment, keep the children safe and secure. All documentation is now kept on site. This ensures the safe and effective running of the provision. The majority of staff have recently attended food hygiene training. Therefore, children's good health is ensured when preparing and handling food. Successful working with external agencies ensure children with special educational needs and/or disabilities, receive the support they need to make progress. Links with parents have been improved. A two-way exchange of information has been established to ensure that parents are kept well informed about their children's progress and development. This contributes to the continuity of care and learning for all children. However, management do not regularly seek the views of parents to ensure self-evaluation is accurate.

Setting details

Unique reference number	253134
Local authority	Nottinghamshire
Inspection number	1004119
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 12
Total number of places	24
Number of children on roll	30
Name of provider	Horsendale Playgroup Committee
Date of previous inspection	12 January 2015
Telephone number	0776 9872974

Horsendale Playgroup first registered in 1985. It is situated in a self-contained community room within the grounds of Horsendale Primary School, in the Nuthall area of Nottingham. The playgroup is managed by a voluntary management committee. The playgroup employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens Monday, Tuesday, Wednesday and Friday term time only. Sessions are from 9am until 11.30am, and on a Monday, Wednesday and Friday, from 1pm until 3.30pm, with an optional lunch club. The playgroup also offers an out-of-school provision, which is open Monday to Friday from 7.30am to 8.55am and 3.35pm to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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