

Hodnet Pre-School Playgroup

Hodnet Primary School, Shrewsbury Street, Hodnet, Market Drayton, Shropshire,
TF9 3NS



Inspection date	19 June 2015
Previous inspection date	5 December 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff meet children's care and learning needs well. They are very skilled at communicating with the children, and consistently offer very clear explanations to help children understand.
- Links with the host school are very effective. Staff work closely with teachers to share information and resources. Consequently, children are well prepared for their move to school.
- The outdoor play area is a key strength. Vibrant and challenging activities entice children to explore and develop their skills.
- Communication with parents is very good, and parents are kept well informed of their children's progress.
- Strong leadership and successful teamwork contributes to the good quality provision. The manager invests in external support, for instance, from a professional storyteller; this further enhances experiences for children, and positively influences staff practice.

It is not yet outstanding because:

- Occasionally, noise levels are too high, which makes it difficult for children to listen and maintain focus during some activities.
- Staff do not always monitor the progress of children with identified needs, regularly and closely enough.

What the setting needs to do to improve further

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

- keep a sharp focus on the progress of children with identified needs, so that interventions are sought more quickly and any gaps in development are closed rapidly
- keep a close check on noise levels, to help children listen and become more deeply involved in their learning.

Inspection activities

- The inspector observed activities in the playroom and the outdoor play area.
- The inspector conducted a joint observation with the manager and spoke to staff, children and parents during the inspection.
- The inspector looked at children's assessment records and sampled a range of other documents, including the provider's self-evaluation form.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took into account of the views of parents spoken to on the day.

Inspector

Jan Linsdell

Inspection findings

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

The quality of teaching is consistently good. Well-qualified and experienced staff understand how to promote all areas of children's learning. As a result, children make good progress towards the early learning goals. Assessment of children's progress is accurate, which helps staff to tailor activities to meet their learning needs. Children help to plant, grow and harvest fruit and vegetables. Staff skilfully extend children's learning, for instance, by using the potatoes to promote their mathematical skills. At times, it is too noisy, which makes it hard for children to hear what staff say. Consequently, some children are distracted and lose concentration. Parents speak highly about the pre-school. They say staff offer 'Many learning opportunities, and take time and effort to explain things to children'. Parents appreciate the home-link books, which contribute to supporting children's learning at home.

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

Staff provide a safe, secure and nurturing environment, where children are valued and respected. This helps children to build close attachments to their key person. Staff show concern for children's well-being, for instance, when they check that everyone has had enough to drink. They ask children if they need help before intervening, and they consistently encourage children to do things for themselves. This helps to promote children's growing independence. Staff show their pleasure in children's achievements and offer plenty of encouragement, which builds their confidence. Staff effectively support children's understanding of how to keep themselves safe. For example, they carefully demonstrate how to use the sharp knife, and they discuss how to keep safe in the sun. Children thoroughly enjoy active play in the stimulating outdoor play area, which benefits their physical health. They eat a good selection of fresh fruit for their snack, and older children have their lunch in the school dining hall. This helps them to become familiar with school routines.

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

Leadership is effective and the manager implements the Early Years Foundation Stage well, so that high standards are consistently maintained. Staff attend ongoing training, which has a positive impact on the quality of teaching and children's learning experiences. Staff performance is monitored effectively through regular supervision. Overall, good systems are in place to monitor children's progress. However, staff do not always keep a close check on the progress of individual children with identified needs. Consequently, interventions are not always sought quickly enough, which does not help children to make rapid progress. Self-evaluation is thorough and supports continuous improvement. Staff are secure in their knowledge of how to protect children from harm, and they know what action to take should they have any concerns. The pre-school is well supported by the committee. Parents take turns to supply the daily snack and they regularly help out in the group.

Setting details

Unique reference number	224114
Local authority	Shropshire
Inspection number	854662
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	37
Name of provider	Hodnet Pre-School Playgroup Committee
Date of previous inspection	5 December 2008
Telephone number	01630 685 812

Hodnet Pre-School Playgroup was registered in 1995. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications, including three at level 3 and one with Qualified Teacher Status. The pre-school opens during term time on Monday, Tuesday, Wednesday and Friday, from 9am until 3pm and on Thursday, from 9am to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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