

# Sconce Hills Pre-School Playgroup

Christchurch Hall, Boundary Road, Newark, Nottinghamshire, NG24 4AJ



## Inspection date

Previous inspection date

14 July 2015

24 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The quality of staff interaction with the children is variable. Some activities lack good levels of challenge to excite children in their play.
- The manager has not yet embedded arrangements for checking on staff performance to help them build on and strengthen their teaching practice.
- Set daily routines, such as snack time and small group activity times, can sometimes take too long and limit the time children are engaged in playing and exploring.
- The system for self-evaluation lacks consultation with parents.

### It has the following strengths

- Children's safety is prioritised. Staff have a secure understanding of safeguarding policies and procedures. They can recognise signs of abuse and neglect, and understand what to do should they be concerned about a child.
- Relationships with parents are positive. Systems are in place for information sharing and supporting learning at home. This helps to provide continuity for children's learning and care.
- Staff make good use of the outdoor area. This provides children with opportunities to take their learning outside, and promotes their good health and physical development.
- The manager tracks the development of individual children and groups of children so that she can oversee progress and address any patterns or gaps in learning.

## What the setting needs to do to improve further

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

- improve the quality of teaching methods used by the staff, so that children receive consistently good support during activities to help them make good progress.

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

- improve opportunities for children to develop the skills needed to concentrate and engage well during activities
- improve the systems for monitoring staff performance that focus sharply on the strengths and weaknesses of their practice, in order to raise the overall quality of teaching
- provide more opportunities for parents to contribute to self-evaluation.

### Inspection activities

- The inspector had a tour of the playgroup and held discussions with the manager, staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the hall and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children, and discussed the playgroup's self-evaluation and improvement plan.

### Inspector

Sharon Alleary

## Inspection findings

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

Staff plan, assess and track their key children to ensure they make adequate progress. Disadvantaged children make good progress. There is no gap between their achievement and that of other children in the playgroup. Some staff take every opportunity to build on what children can do. For example, during a den making activity, a staff member introduces a popular storyline and children become highly engaged in re-enacting the tale. This means, generally, children are supported to be interested and engaged in learning and so develop some skills they need for school. However, staff do not always interact with children to successfully motivate them. Some staff fail to extend children's learning through meaningful dialogue and appropriate questioning techniques. Staff support children to develop their mathematical and physical skills as they play with mud. Younger children develop their hand-to-eye coordination as they learn to pour and stir the muddy mixture. Older children are encouraged to count the spoonful's as they create a cake.

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

Children form good attachments to their key person, which helps promote their well-being effectively. These relationships help them to feel confident, safe and secure, and they settle well. Children's behaviour is managed appropriately. Staff gently remind children to be kind and caring towards each other, to share and take their turn. Children practise good hygiene routines, such as regular handwashing, and are developing good self-care skills and healthy habits. Overall, staff organise the routine of the day to ensure that children have enough opportunity to explore the well-resourced environment. However, on occasions some children become bored and unsettled because they spend too much time waiting between activities.

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

The provider has a suitable understanding about meeting the requirements of the Early Years Foundation Stage. The manager has worked hard to complete actions raised at the last inspection and demonstrates the capacity for continuous improvement. The building is now secure and no unauthorised people are able to gain access to the premises without staff's knowledge. Staff obtain written permission for long-term medication. The supervision process has been improved. However, this is still not fully established to focus strongly on raising the quality of teaching practice. Staff are encouraged to continue to develop their knowledge and attend training courses. Staff are well qualified. They recently attended training on interactions and speak positively about what they have learned. However, this is not reflected in their teaching practice to fully improve learning outcomes for children. A self-evaluation process helps to plan for future developments. However, the evaluation does not wholly reflect the views of parents. This slows the improvement of the playgroup.

## Setting details

<b>Unique reference number</b>	253322
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1011650
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Sconce Hills Pre School Playgroup Committee
<b>Date of previous inspection</b>	24 March 2015
<b>Telephone number</b>	07772525092

Sconce Hills Pre-School Playgroup was registered in 1966. The playgroup employs four members of childcare staff, all of whom hold appropriate early years qualifications. The playgroup opens from Monday to Friday, during term time only. Sessions are from 8.30am until 12.30pm on Monday, Wednesday and Thursday, and from 8.30am until 3.45pm on Tuesday and Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

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