

Hingham Playgroup

Hingham Primary School, 20 Hardingham Street, Hingham, NORWICH, NR9 4JB



Inspection date	14 September 2015
Previous inspection date	12 September 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff's assessment of what children know and can do is not yet accurate and precise. Experiences planned to support children's next steps in learning do not always reflect their abilities or support them in all areas of learning.
- Staff do not gather precise information from parents about children's learning at home prior to starting playgroup. This means staff do not accurately assess children's starting points in order to support their learning.
- The manager does not have systems in place to accurately monitor the progress of all children or ensure the educational programme matches children's individual needs.
- Not all children are making sustained progress in their learning. Staff do not focus on supporting all aspects of children's learning in order for them to make good progress.
- The manager's evaluation of the provision is not yet rigorous enough to secure continued, ongoing improvements in practice.

It has the following strengths

- Staff's interactions with children engage and motivate them. Staff enthusiastically play alongside children modelling play and asking questions to support their learning.
- Children learn to be independent from an early age. They are encouraged and supported by staff in their personal care and are regularly given choices in their play.
- Children build strong emotional attachments with all staff. They regularly praise children for having a go and trying new things. This supports their self-esteem.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ improve the assessment of children's learning in order to ensure opportunities planned to support children's next steps are matched to their abilities and cover all aspects of learning 	14/12/2015
<ul style="list-style-type: none"> ■ ensure information is gathered from parents about what a child knows and can do when they first start at the playgroup in order to accurately establish children's abilities on entry. 	14/12/2015

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

- devise better systems to monitor the progress of all children to ensure their learning needs are quickly identified so that they experience challenging and enjoyable opportunities
- improve outcomes for all children by accurately assessing their abilities in all areas of learning, in order for them to make good overall progress in their development
- strengthen evaluation of practice so that it is better focused and targeted to ensure sustained development in provision and better outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager and provider. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working with children.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a clear understanding of how to report any child protection concerns they may have. The manager has developed safeguarding policies and procedures which are implemented consistently. Although she evaluates practice, this is not yet effective in securing continued improvements in a timely manner. She supports her qualified staff through regular supervision and training opportunities, such as helping them to improve the quality of observations of children. However, she does not yet have effective systems in place to monitor children's precise progress in learning. Gaps in learning are not always quickly identified. Staff exchange information with parents about children's daily experiences and care routines. However, staff do not gather more specific information on what children know and can do when they first start. This means starting points in learning are not quickly established.

Quality of teaching, learning and assessment requires improvement

Children happily share stories with staff about their family and home. They describe what they are doing as they play, as staff ask questions to encourage children to think and try out new ideas. Staff support children's language skills by modelling language. They adapt methods, taking account of children's different abilities. However, other areas of learning are not so well planned for, which has created some gaps in children's learning. Staff do not always plan appropriate activities which support children's learning. This is because staff do not have an accurate account of children's current stage of learning to help them plan precise and appropriate next steps. As a result, some activities are too difficult and children lose interest. Staff are aware of children's interests and arrange the environment to support these, such as providing the train track and the mud kitchen area outside.

Personal development, behaviour and welfare are good

Staff act as good role models as they encourage children to share, take turns and be polite. Children learn how to keep themselves safe and manage reasonable risk. Staff show them how to safely hold scissors and walk within the play environment. Children learn good hygiene practices from an early age, as they wash their hands before eating a snack. The learning environment supports children's growing independence as they confidently move around choosing activities. Children settle quickly as they play alongside each other, feeling safe and secure. Children's physical well-being is promoted well as they engage in a range of activities, such as digging in the mud. They go on walks and also regularly access the school playing field in order to exercise daily.

Outcomes for children require improvement

Outcomes for children are variable. Staff do not yet focus on all aspects of children's learning or target them effectively to secure consistent improvements in their abilities. A strong focus is made on developing communication and language, particularly for children with special educational needs and/or disabilities. However, other aspects of learning are not supported as effectively, such as mathematical development and literacy. This means children are not developing all of the key skills for school.

Setting details

Unique reference number	EY426135
Local authority	Norfolk
Inspection number	852650
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	34
Name of provider	Hingham Pre-School Playgroup Committee
Date of previous inspection	12 September 2011
Telephone number	01953850820

Hingham Playgroup is a committee-run group and registered in 2011. The group employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one at level 7. The playgroup opens Monday to Friday, term time only. Sessions are from 9am until 12pm and 12.30pm until 3pm every day except Thursday, when it is open from 9am until 12pm. The playgroup provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

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