

Little Hedgehogs at Longnor & District Pre- School Playgroup

St. Bartholomews C of E Primary School, Buxton Road, Longnor, BUXTON,
Derbyshire, SK17 0NZ

Inspection date	11 December 2015
Previous inspection date	8 May 2015

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

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff make regular observations of children's learning and use accurate assessments of their development to plan challenging next steps.
- Children are generally well behaved and play cooperatively. Staff are calm and good role models for children. They encourage children to demonstrate kind, caring and respectful behaviour.
- Staff develop effective partnerships with parents. They regularly share information with parents about children's learning and encourage them to share information about what children do at home.
- The manager is dedicated, committed and sets high expectations. Actions and recommendations from the previous inspection have been successfully addressed and are continually monitored to drive improvement.

It is not yet outstanding because:

- The manager does not yet use tracking information precisely to help identify if there are any differences in the progress made by different groups of children.
- Staff sometimes miss opportunities to further extend the early mathematical skills of children who learn best through play in the outdoor environment.

What the setting needs to do to improve further

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

- strengthen systems for the monitoring of children's progress to include different groups of children, to ensure any gaps in their learning are quickly identified and targeted
- focus more closely on supporting the early mathematical skills of children who prefer to learn in the outdoor environment.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector observed and talked to children and staff during activities, and carried out a joint observation with the manager.
- The inspector sampled children's developmental records and discussed with staff how they plan for and support children's learning.
- The inspector checked evidence of the suitability of staff working with children and their qualifications, and also considered self-evaluation records and improvement plans.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of the leadership and management is good

The manager has worked hard to improve provision across the setting. She uses reflective practice to highlight strengths and identify areas for development. Parents and children all contribute to the evaluation process to help inform future improvements. Safeguarding is effective. The manager implements robust procedures to help protect children's welfare. Staff undertake safeguarding training and are familiar with the steps they need to take should they identify a child at risk of harm. The staff carry out robust risk assessments and monitor the learning environment and resources to ensure children can play in safety. The manager has a clear awareness of the Early Years Foundation Stage and supports staff to keep up to date with changes in early years practice. There are good procedures in place for working in partnership with external agencies if the need arises. There are systems in place to support staff's professional development, such as regular meetings with the manager and access to training opportunities.

Quality of teaching, learning and assessment is good

Staff are well qualified and understand that children learn through play. They provide a broad range of activities and experiences for children. Children are active learners and are motivated to explore their environment. They are beginning to recognise their names in print and there are many opportunities for children to develop and practise their emerging writing skills. Older children develop their pencil control as they write cards, place them in envelopes and post them in the toy post box. Staff are skilled in encouraging children to recognise letter sounds at the start of words, which helps to promote their literacy skills. Younger children enjoy choosing books to share with a member of staff and exploring what happens when they press different buttons to make noises during the story. Staff work sensitively alongside children, providing appropriate support. The manager has built particularly strong links with the local schools to ensure that children have a smooth move to the next stage of their learning.

Personal development, behaviour and welfare are good

The key-person system is effective and children have formed strong relationships with the staff. This helps promote children's sense of security and emotional well-being. Children develop a positive awareness of similarities and differences and are supported to be actively involved in local community activities. Children know about the benefits of a healthy lifestyle. Daily outdoor exercise helps to support children's physical development. Children learn good hygiene routines, such as washing their hands before eating. They are learning to keep themselves safe. Staff help children learn about potential dangers, for example, they talk about how sharp knives are dangerous, when helping to prepare snack. Staff also seize the opportunity to develop children's knowledge and understanding of the world by talking about where food comes from and comparing the size of different fruits.

Outcomes for children are good

Children make good progress in their learning and development relative to their starting points. They are acquiring the skills required in preparation for their next stage in learning, including their eventual move to school.

Setting details

Unique reference number	218187
Local authority	Staffordshire
Inspection number	1015062
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 5
Total number of places	16
Number of children on roll	12
Name of provider	Longnor and District Playgroup Committee
Date of previous inspection	8 May 2015
Telephone number	01298 83233

Little Hedgehogs at Longnor & District Pre-School Playgroup was registered in 1992. The pre-school is a registered charity and is managed by a voluntary committee of parents and volunteers. It employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one member of staff holds a level 4 qualification. The pre-school opens on a Monday, Wednesday and Friday during term time from 9am until 3pm. It provides funded early education for three- and four-year-old children.

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