

Hillview Under 5's Pre-School Playgroup

Beechwood Avenue, Beechwood, Runcorn, Cheshire, WA7 3HB



Inspection date 11 January 2016
Previous inspection date 19 March 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 manager and staff have worked hard since the last inspection to make positive improvements to the quality of the service they provide for children. They have worked closely with the local authority and other settings to develop and implement changes to ensure all requirements are met.
- The key-person system is used effectively to help children settle quickly and form secure attachments. Staff know children well and plan a wide range of interesting activities and experiences which they enjoy.
- Staff encourage children to be independent learners and to manage their own personal needs. Children behave well and receive continuous praise and encouragement from staff. This helps to develop children's self-confidence and promote their emotional well-being.
- Partnership working with the local school is strong. Arrangements for children's future move on to school are well managed. This helps to ensure continuity in children's learning and care.

It is not yet outstanding because:

- The newly introduced online system for recording information about children's progress and development has not yet been shared with parents.
- Sometimes, staff miss opportunities to develop children's understanding and extend their learning.

What the setting needs to do to improve further

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

- develop further the arrangements for sharing information with parents, so that all parents are kept well informed and fully involved in their children's learning
- maximise opportunities to develop children's understanding and extend their learning even further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and discussed the setting's self-evaluation.
- The inspector viewed a selection of children's learning records and a range of documentation, including safeguarding policies and procedures and checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents and took account of their views.

Inspector

Susan Hopper

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff demonstrate a strong commitment to developing their practice and providing a good quality pre-school. The manager has improved self-evaluation procedures and has clearly identified improvements to raise the quality of the setting. She encourages the local authority, staff and parents to contribute ideas to support further improvements. A new online system for recording observations and assessments has been introduced and all staff have received training in its use. This has helped staff to more accurately assess children's starting points and ongoing progress and plan for their next steps in learning. The manager uses supervision sessions to support staff to effectively manage the new system and develop their teaching skills. She regularly checks children's progress and development to identify any potential gaps in learning. The arrangements for safeguarding are effective. Staff have a secure understanding of child protection procedures and how to report a concern about the well-being of a child.

Quality of teaching, learning and assessment is good

Staff make good use of the indoor and outdoor learning environments to promote all areas of children's learning. They are effectively deployed throughout the setting to engage with children and support their learning. Children have opportunities to work with their key person each session in small-group activities, which help to promote their sense of belonging. Children particularly enjoy engaging in role play in the home corner. They are keen to dress up and make meals for each other in the play kitchen. This helps them to talk about everyday situations and share their ideas. Children practise their number and colour recognition skills during games activities. They have opportunities to explore sand and water, which helps to develop their mathematical understanding. Staff engage children in conversations and encourage them to talk about what they are doing. All children are taught basic sign language which they confidently use in group activities.

Personal development, behaviour and welfare are good

Children are happy and settled. The pre-school environment is safe, well maintained and welcoming. Children behave well and understand the pre-school's rules. Good behaviour is praised and rewarded. Children have the opportunity to take home the pre-school teddy bear and to talk about his activities in group times. Staff are good role models and encourage children to show respect for each other. Children learn how to share and take turns. They have regular opportunities to be physically active and to play outdoors. Children enjoy challenging themselves playing on scooters and riding up and down the inclined pathway. Staff provide healthy snacks and children are encouraged to make choices about what they want to eat and drink. Children understand the importance of good hygiene routines, such as handwashing before meals.

Outcomes for children are good

All children achieve well and make good progress from their starting points. They are developing the skills that help them to become ready for the next stage in their learning, including starting school. They grow in confidence and develop appropriate behaviour, communication and social skills.

Setting details

Unique reference number	303469
Local authority	Halton
Inspection number	1010252
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	16
Name of provider	Hillview Under Fives Playgroup Committee
Date of previous inspection	19 March 2015
Telephone number	01928 714666

Hillview Under 5's Pre-School Playgroup was registered in 1998. The setting employs four members of staff, three of whom hold appropriate early years qualifications at level 3. It opens Monday to Friday, term time only. Sessions are from 8.35am until 11.35am daily, with one additional session operating from 12.05pm to 3.05pm every Wednesday. The setting provides funded early education for two-, three- and four-year-old children.

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