

# Haywood Road Pre-School Playgroup

Community Centre, 46 Haywood Road, Mapperley, NOTTINGHAM, NG3 6AB



## Inspection date

4 February 2016

## Previous inspection date

4 March 2011

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

- Partnerships with parents are a strength of the setting. Parents speak highly of the pre-school and believe their children are safe, happy and well cared for. They are well informed about their children's learning achievements. Staff support parents to be involved in continuing to guide their children's learning at home.
- Relationships between children and staff are strong. Children are happy, confident and settled at the pre-school. Staff support children's emotional well-being effectively. They are warm and attentive to children and know them extremely well.
- Children behave well. Staff are positive role models and actively encourage children to use good manners and to be kind and considerate.
- Teaching is good. Staff have a very good understanding of children's interests and abilities. Staff plan a good range of challenging activities. This entices children to enthusiastically explore and investigate the toys and activities, both inside and outside.
- Children are active learners and make good progress in their learning and development, given their starting points.

### It is not yet outstanding because:

- Staff do not always recognise spontaneous opportunities to continue extending children's learning.
- Staff do not offer the best possible support for children who speak English as an additional language to communicate with others.

## What the setting needs to do to improve further

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

- make the most of spontaneous opportunities to build on children's learning
- provide better support for children who speak English as an additional language to communicate with others.

### Inspection activities

- The inspector viewed all areas of the premises used by children, including the outdoor environment.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector held a meeting with the manager and chairperson of the pre-school's committee.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at children's records and the planning documentation.
- The inspector looked at the evidence of the suitability of staff working in the provision, the committee members' suitability and a range of other documentation, including policies and procedures.

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of the leadership and management is good

The manager, staff and the pre-school's committee members demonstrate a strong commitment to making continual improvements. The manager has high expectations of the setting. She has a good understanding of her roles and responsibilities. Staff are supported well when they first start through an in-depth induction period, to enable them to effectively understand their role. All staff attend training to improve their skills and knowledge. Effective systems are in place to monitor all staff through supervisions and appraisals. The arrangements for safeguarding are effective. Staff are knowledgeable about the signs and symptoms of abuse and know the procedures for reporting concerns. Risk assessments are thorough and help to ensure children play in a safe environment. The manager and staff monitor children's progress effectively. They work closely with parents and other professionals to ensure continuity of learning and care. The manager uses funding effectively to support children and families in the setting.

### Quality of teaching, learning and assessment is good

Staff gather information from parents about what their children already know and can do when they enter the pre-school. They use this information and their own observations to plan precisely for individual children's interests and needs. Children actively explore their environment and happily engage in all activities, including those for developing early literacy and mathematical skills. Older children demonstrate a good understanding of numbers and colours during activities in the sensory garden. Group-time activities are used well to help children prepare for the next stage in their learning, such as school. Younger children develop their confidence and learn to take turns during small-group activities. Staff sit alongside children, extending their understanding and learning through their skilful questioning and interaction throughout the session.

### Personal development, behaviour and welfare are good

Children are confident, excited and eager as they enter pre-school. Children make independent choices in their play. They are able to choose when they play inside or outdoors. Staff deploy themselves effectively in these areas to make sure children remain safe. Children are encouraged to learn how to stay safe and to adopt a healthy lifestyle. For example, they have plenty of fresh air and enjoy being physically active. Healthy snacks that meet children's individual dietary requirements are offered. Nappy changing routines are managed sensitively and help children progress to using the toilet independently.

### Outcomes for children are good

All children make good progress in relation to their initial starting points. Children's learning is very closely monitored and any gaps in learning are swiftly identified and addressed. Children are well prepared for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	253214
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1037426
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Haywood Road Pre-School Playgroup Committee
<b>Date of previous inspection</b>	4 March 2011
<b>Telephone number</b>	07981 050338

Haywood Road Pre-School Playgroup was registered in 1969. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens during term time on Monday, Tuesday and Thursday from 9.15am until 12.45pm. The pre-school opens on a Friday from 9.15am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those with special educational needs.

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