

# Hutton Playgroup

Hutton Village Hall, Moor Lane, Hutton, Preston, PR4 5SE



## Inspection date

26 April 2016

Previous inspection date

11 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

- Since the last inspection, significant improvements have been made to food hygiene procedures and by doing so, the outcomes for children have greatly improved.
- The quality of teaching is good. Staff are skilled in using the information from children's accurate assessments to tailor future learning experiences to their specific needs. This helps to ensure that all children make consistently good progress in their learning.
- Children display exemplary behaviour. Staff act as good role models, showing care and consideration for others. They are skilled in consistently incorporating their playgroup rules, such as lining up, into the daily routines to help children learn the expectations.
- Staff strongly encourage children to develop healthy lifestyles. Children take a leading role in planting different vegetables in the garden and observe how these grow and change over time. They are actively involved in different sports activities, such as tennis and races and learn about the effects these have on their body.
- Managers and leaders provide a very good programme of support, training and coaching to staff that they retain for long periods of time. Observations of practice, daily discussions and purposeful appraisals and supervisions of staff are ultimately focused on promoting the development and well-being of children.

### It is not yet outstanding because:

- Group-time activities are not always sharply focused to keep younger children actively involved throughout, to promote teaching and learning that are of the highest quality.
- Sometimes, the organisation of some daily routines are not rigorous enough to provide the very highest levels of support to all children when they are beginning to manage their own personal needs.

## What the setting needs to do to improve further

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

- maintain a sharp focus on tailoring activities to the needs of all children to provide even more opportunities for younger children to be actively involved during group-time activities, and promote teaching and learning that are of the highest quality
- strengthen the organisation of bathroom routines and provide the highest levels of support to all children when they are beginning to manage their own personal needs.

### Inspection activities

- The inspector toured the areas of the village hall used by the playgroup.
- The inspector observed children during their freely chosen and routine activities.
- The inspector examined a range of documents. These included, evidence of suitability, staff qualifications and training, self-evaluation documents, policies and procedures and health and safety documents.
- The inspector conducted a joint observation with one of the managers during a planned activity.
- The inspector held discussions with the nominated person, the managers, the staff and children throughout the inspection.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff continually refresh their knowledge of safeguarding procedures and are quick to amend policies in line with new legislation. This contributes to ensuring that children are protected from harm. Recruitment procedures are effective in ensuring that staff are skilled and suitable for their roles. Staff are deployed well to ensure that children are seen and heard at all times. Accidents are regularly monitored. This prompts a swift review of the risk assessments to prevent any further accidents occurring. The well-qualified staff team is truly committed to their roles and demonstrates a clear drive to continually improve. The sharing of information with each other about each child, effective monitoring of children's progress and daily evaluations of practice contribute towards children having access to good quality care and learning.

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

Activities are challenging and fun. Younger children enjoy using a range of art materials to create a desired product, such as a butterfly. Staff engage well and are on hand to help enhance learning at every opportunity. For example, they model how to create a symmetrical effect, to extend children's mathematical skills. Older children are confident to develop their own play themes. They demonstrate early friendships when working together as a team to fit pieces of construction together to create a pirate ship. Children take interest in their natural surroundings. They are keen to view new life, such as ducklings when standing on the observatory. Staff promote children's thinking skills at every opportunity to help them develop good communication and language skills. They use effective strategies to keep parents informed of their children's learning and progress and gladly provide ideas to extend learning at home. Parents are invited to the playgroup to share their skills with children to deepen their understanding of the wider world.

### Personal development, behaviour and welfare are good

Children form secure emotional attachments with their dedicated and caring key persons. They are welcomed into the setting with a friendly smile, helping them to feel assured and confident when separating from their parents and carers. Staff closely support children in times of change, such as a move to school. For example, staff liaise very closely with teachers to share children's care and learning needs. They enhance their play areas with familiar resources from school and provide plenty of reassurance so that children feel happy, settled and assured in their move. Children enjoy carrying out tasks, such as washing their own dishes after snack and self-registration to develop independence.

### Outcomes for children are good

Children are active learners who enjoy making their own choices about where they will play. They develop confidence in exploring their environment safely and independently. Children develop good social skills. Younger children seek out others to share experiences and older children welcome others to join in, demonstrating their good ability to form early friendships. All children are polite, well mannered, tolerant and respectful of one another. This contributes to all children making consistently good progress and prepares them well for their next stages in learning, including school.

## Setting details

<b>Unique reference number</b>	310285
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1015061
<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>	20
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Hutton Playgroup Committee
<b>Date of previous inspection</b>	11 May 2015
<b>Telephone number</b>	01772 612 806

Hutton Playgroup was registered in 2001 and operates in Hutton Village Hall. The playgroup employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one member of staff who holds qualified teacher status. The playgroup opens from Monday to Friday, during term time. Sessions are from 9am until 12.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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