

Hingham Playgroup

20 Hardingham Street, Hingham, Norwich, NR9 4JB



Inspection date

27 May 2016

Previous inspection date

14 September 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 new committee, manager and staff have worked consistently since the last inspection to make significant improvements to the provision. Staff have also worked closely with the local authority to implement positive changes in the playgroup. All actions and recommendations have been effectively addressed.
- The quality of teaching is good. Staff provide a wide range of interesting learning experiences for children, both indoors and outside. They plan a range of activities that captures children's interests and supports their next steps in learning. All children make good progress in their learning.
- Children with special educational needs or disability have their individual needs met very well. Staff work closely with parents and other professionals to ensure children receive appropriate support and are fully included.
- Staff encourage children's communication and language well. Children listen attentively to staff as they read stories. Staff actively involve children in the storytelling, helping to promote their enthusiasm and love of books.
- The playgroup is well established within the community. Parents speak very positively about the care and education their children receive and the guidance they get to support their child's learning at home. They say that their children are very happy at the playgroup and that staff are friendly and approachable.

It is not yet outstanding because:

- The systems for monitoring staff's performance are not yet fully embedded to ensure more targeted high-quality supervision.

What the setting needs to do to improve further

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

- develop the performance management systems further to ensure that the quality of teaching is monitored and information is used to shape staff's professional development.

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 manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector viewed a range of documentation, including children's records, health and safety, policies and procedures, risk assessments, staff qualifications and evidence of the suitability of the committee and staff working in the playgroup.
- The inspector spoke to the committee member responsible for safeguarding, the manager, staff and children throughout the inspection.

Inspector

Jacqui Oliver

Inspection findings

Effectiveness of the leadership and management is good

The management team is committed to providing a good quality service for the children and their families. The manager works closely with her well-motivated staff team and together they provide very good care and learning opportunities for the children. She considers how to use additional funding to benefit children, using her good knowledge of their specific needs. She monitors staff performance through working alongside them and supervision meetings. Safeguarding is effective. All staff understand their responsibilities to protect the children in their care and know the procedures to follow if they have any concerns. Thorough recruitment and induction procedures ensure that adults working with the children are suitable. Daily checks and risk assessments help minimise hazards to promote children's safety.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced, which has a positive impact on children's learning and development. Staff have begun to carry out detailed observations and assessments on children's development. They use this information well to plan the environment based on the children's interests and next steps in learning. Children are active learners and are eager to develop their own ideas, such as making their own books. They have many opportunities to learn about letters and sounds. Staff encourage children to recognise and write their name. This helps to support the development of their early literacy skills. Children use a variety of mark-making tools, such as, clipboards, marker pens and large chalks. Children discuss their drawings of superheroes and proudly use the class camera to capture them on the blackboard. They demonstrate increasing awareness of simple mathematical concepts, such as confidently counting how many children are present.

Personal development, behaviour and welfare are good

Children are warmly welcomed into this well-resourced playgroup where they can safely explore, both indoors and outside. Very good arrangements are in place to care for them and support their emotional development and well-being. Staff provide a relaxed, fun and homely environment where each child is respected and valued. Children learn to play together well and their behaviour is very good. They learn about the importance of healthy lifestyles. For example, they follow well-established hygiene routines, eat healthy snacks and enjoy fresh air and physical exercise each day. Activities and discussions help to develop their awareness of keeping themselves safe, such as sitting down when using scissors. This supports them in accepting responsibility and recognising risk.

Outcomes for children are good

All children, including those in receipt of additional funding and children who have special educational needs, make good progress from their starting points. Staff effectively promote the prime areas of learning, ensuring there is a strong foundation for children's future learning. Children listen and concentrate well. They are gaining the key skills in readiness for the next stage in their learning and their move on to school. They benefit from the close relationship between the playgroup and the local school, and become familiar with school routines and staff.

Setting details

Unique reference number	EY426135
Local authority	Norfolk
Inspection number	1027745
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	46
Name of registered person	Hingham Pre School Playgroup Committee
Registered person unique reference number	RP904743
Date of previous inspection	14 September 2015
Telephone number	01953850820

Hingham Playgroup was registered in 2011. The playgroup employs five 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 12 midday and 12.30pm until 3pm every day except Thursday, when it is open from 9am until 12 midday. Children have the option to attend all day. The playgroup provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs or disability.

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