

Horsendale Playgroup

Horsendale Primary School, Community Room, Assarts Road, Nuthall, NOTTINGHAM, NG16 1AP



Inspection date

18 July 2017

Previous inspection date

5 June 2015

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

- Staff have strong partnerships with parents. They have established effective systems for sharing information, to support children's individual needs and development well.
- Children form secure attachments to the staff and are well settled. They are confident and demonstrate good independent skills. The key-person system is effective and helps to support children's emotional well-being.
- Children's behaviour is good. Staff act as good role models for children. They encourage children to share, take turns, be polite and be considerate of their friends.
- The manager and staff check children's progress well. They successfully identify any gaps in children's learning and take prompt action to address them. Children make good progress from their developmental starting points.
- Staff recognise the children's need to be physically active. They provide the children with a lot of opportunities to develop their large muscles. For example, children thoroughly enjoy climbing on logs and exploring the outside environment. They run, jump and use equipment skilfully.

It is not yet outstanding because:

- The manager does not clearly identify ways to build on the good quality of teaching to further enhance children's learning experiences.
- At times, staff do not take full advantage of opportunities to explain to children why healthy food is important and good for them as part of a healthy lifestyle.

What the setting needs to do to improve further

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

- strengthen the self-evaluation process, to clearly identify ways to raise the quality of teaching and children's experiences to a higher level
- help children to better understand the benefits of healthy food and why it is good for them.

Inspection activities

- The inspector spoke to the children and staff at convenient times during the inspection. She observed staff interactions with the children in play activities indoors and outdoors, and looked at the available resources.
- The inspector had discussions with the manager about leadership and management, safeguarding and the evaluation of practice. She carried out an evaluation of an activity with the manager.
- The inspector had discussions with parents and took account of their views. She also looked at their written statements through questionnaires they had completed.
- The inspector discussed children's progress with their key person. She also discussed how staff plan for children's individual learning needs.
- The inspector checked evidence of the suitability of the committee and staff, and checked staff qualifications.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a secure knowledge of safeguarding issues and keep themselves up to date with current legislation. They know the signs that may indicate a child is at risk and who to contact if they have a concern about a child in their care. Recruitment procedures are effective. The manager monitors the ongoing suitability of staff well and follows the procedures to check that committee members are suitable, to help keep children safe. Staff benefit from effective support for their ongoing development. They attend training and the manager carries out supervision meetings and appraisals to help staff improve their practice. Recommendations from the previous inspection have been addressed successfully. Children now demonstrate good independence and learn how to care for their personal needs effectively. Close links with local schools make a significant contribution to the continuity of children's learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and know the children well. They provide a wide selection of activities and resources for children to explore and investigate. Staff focus their interactions with the children effectively. They help children to be involved, explore and to make choices. For example, children play in the pretend shop. Staff encourage the children to buy ice creams and use the coins and the till. This creates good conversations and expands children's learning and imagination, as they decide to go on a journey to the seaside. Children develop their small-muscle skills well. They use play dough and thoroughly enjoy using the play dough tools to make cupcakes.

Personal development, behaviour and welfare are good

Staff are enthusiastic and welcoming on arrival. Children are happy at the pre-school and have a strong sense of belonging. They move around the room and between indoors and outside, choosing their play. They demonstrate that they know the routines, such as washing hands before snack, and that they are comfortable in their surroundings. Staff teach children well about safety and managing risks. For example, children use nails and hammers and make items out of wood. Staff supervise this well and explain about the hazards effectively. Staff support children's understanding of their local community and the differences and similarities between themselves and others well.

Outcomes for children are good

Children enjoy learning and take part in activities with enthusiasm. They are all well prepared for the next stage in their learning and the move on to school. They ask questions, listen and concentrate. Children develop good language, physical, personal and social skills. They are learning about mathematical concepts well and they enjoy literacy activities, such as writing their name and looking at books.

Setting details

Unique reference number	253134
Local authority	Nottinghamshire
Inspection number	1090332
Type of provision	Full-time 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	28
Number of children on roll	33
Name of registered person	Horsendale Playgroup Committee
Registered person unique reference number	RP910372
Date of previous inspection	5 June 2015
Telephone number	0776 9872974

Horsendale Playgroup registered in 1996. The playgroup employs eight members of childcare staff. Of these, all hold an appropriate early years qualifications at level 3. The nursery opens Monday, Tuesday, Wednesday and Friday, term time only. Sessions are from 9am until 11.30am, and from 1pm until 3.30pm on Monday, Wednesday and Friday, with an optional lunch club. The nursery provides funded early education for two-, three- and four-year-old children.

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