

Hilton Church Pre-School Playgroup



Scout and Guide Community Building, Bloomfield Close, Hilton, Derby, DE65 5WA

Inspection date	1 November 2017
Previous inspection date	15 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not use the information gained from their assessments to plan effectively for individual children's learning. Planned activities do not always promote children's learning effectively and some children do not make enough progress.
- Leaders do not use assessment information effectively to target teaching and ensure that gaps in learning, for instance, in mathematics and literacy, are closing.
- At times, the organisation of some daily routines interrupts children's learning. For example, as staff begin to prepare for the end of the session, their interaction and engagement with children are not as effective as at other times of the day.

It has the following strengths

- Partnerships with parents and other professionals are effective. Staff regularly talk to parents to share information. Parents comment that they feel warmly welcomed by staff in the pre-school. They say that staff support them and give them ideas about how to continue their children's learning at home.
- Children are happy and staff support them to settle and feel secure in the pre-school. Children form strong attachments to staff, who help to promote children's emotional well-being.
- Leaders ensure that the premises are safe and secure and that staff are deployed well and supervise the children effectively to help keep them safe.
- Staff talk to children during their play and help them learn how to play cooperatively with others. They teach children to share toys, take turns and be kind to one another.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that planned activities take account of children's individual learning needs, interests and styles of learning, to help them make consistently good progress	31/12/2017
■ make sure that leaders use information about children's progress and identified gaps in learning, such as in literacy and mathematics, to target teaching and narrow gaps in attainment.	31/12/2017

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

- review the impact that routine tasks have on staff's interactions and engagement with children, to consistently extend children's learning to the highest level.

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 held a meeting with the nominated individual and the manager of the pre-school, and spoke to staff about safeguarding and children's learning.
- The inspector looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Risk assessments are rigorous. Leaders know and understand their responsibility in ensuring that staff and committee members are suitable to work with children. They are clear about following local safeguarding procedures to help ensure that children are safe. Staff are aware of the signs and symptoms of harm and neglect. They attend training courses to ensure their knowledge is current, for example, in safeguarding and first aid. Leaders evaluate the provision and identify some areas for development. For example, they have recently introduced a system for the appraisal and monitoring of staff's practice. However, they have not identified the weaknesses in planning or ensured that teaching strategies are successful in closing the attainment gaps in children's learning.

Quality of teaching, learning and assessment requires improvement

Staff generally interact well with children. For example, they join in with children's play, model language and give children time to think and to answer questions. Staff observe children and make accurate assessments of their learning. However, the manager does not use the information gained in the planning of activities, and plans do not take sufficient account of individual children's learning needs. Staff use some of what they know about children's abilities during the planned activities, but not all children receive sufficient challenge to reach the next stages in their learning. Nevertheless, children have opportunities to develop skills during their self-chosen play. For example, they increase their dexterity as they enjoy making models from play dough, play with small-world vehicles and build with construction materials.

Personal development, behaviour and welfare require improvement

Children build warm, trusting relationships with their key person and familiar members of staff. They are happy as they arrive in the pre-school and eager to play. Staff set out a broad range of resources each day for children to choose from and use. However, staff do not organise some elements of the daily routine effectively. At times, children become restless as they wait while staff carry out daily tasks, such as putting equipment and furniture away. Children confidently make choices about what they want to eat as they sit together during snack. Staff help children to understand and follow the simple nursery rules. For example, they remind them to stay on the path and follow each other as they walk safely to an outside play area.

Outcomes for children require improvement

Children gain some basic skills to help prepare them for the next stage in their learning and for school. They make marks, learn to distinguish colours and learn some number names as they play. Children have frequent opportunities to play outside and their large-muscle skills develop as they climb and slide. They have access to a good variety of toys and resources in the pre-school. However, some children do not make enough progress in their learning and some achieve below typical expectations for their age, without the gaps narrowing.

Setting details

Unique reference number	EY473738
Local authority	Derbyshire
Inspection number	1105707
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	32
Name of registered person	Hilton Church Pre-School Playgroup Committee
Registered person unique reference number	RP522200
Date of previous inspection	15 July 2014
Telephone number	07985083773

Hilton Church Pre-School Playgroup registered in 2014. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds level 4. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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