

Hartshorne Pre-School Playgroup

Hartshorne C of E Controlled Primary School, Main Street, Hartshorne, Swadlincote,
Derbyshire, DE11 7ES



Inspection date

24 November 2017

Previous inspection date

14 July 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 a good understanding of how young children learn. They plan a wide range of activities based on children's interests. They help children to be engaged and enthusiastic learners, and to make good progress.
- The pre-school is extremely welcoming and inclusive. Staff work sensitively with children who have special educational needs and/or disabilities. They forge strong partnerships with other agencies to ensure all children make good progress from their starting points.
- Parents have formed good relationships with their child's key person. They are informed regularly about their children's achievements and progress. Staff help to promote a shared approach to children's care and learning.
- Children behave well. They understand the rules and boundaries in place. Staff consistently praise the children, helping to promote their confidence and self-esteem.
- The manager and staff are extremely committed to providing high-quality early years experiences for children and their families. They regularly evaluate their provision and effectively identify and address aspects for further improvement.

It is not yet outstanding because:

- The programme of professional development is not yet sharply targeted to provide opportunities for staff to improve their practice and knowledge to an even higher level.
- Occasionally, staff do not make the most of opportunities for children to be challenged further in their thinking and to solve problems for themselves.

What the setting needs to do to improve further

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

- target opportunities for staff to improve their practice and knowledge, to help take the quality of teaching to the highest level
- help staff to consistently recognise and extend opportunities for children to think critically and to solve their own problems as they play and learn.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the manager and staff have made some improvements to their knowledge and understanding. They have attended training and shared the information gained to help improve their understanding of safeguarding. The arrangements for safeguarding are effective. Staff have a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedures well. In addition, they are aware of the wider aspects of safeguarding that may have an impact on children's safety. The pre-school is safe and secure, and rigorous recruitment and vetting procedures are followed to help ensure all staff are suitable to work with children. Policies and procedures are well known and implemented by staff.

Quality of teaching, learning and assessment is good

The well-qualified staff get to know children well. They regularly observe children to monitor and assess their progress. This helps them to effectively plan for the next steps in children's learning and development. High priority is given to developing children's social, physical and communication and language skills. Staff engage enthusiastically with children and use effective methods to encourage their language development, including introducing new words to extend their vocabulary. Staff interact with them well during children's self-chosen play. For example, they talk to the children about the care needs of babies as they bathe dolls. Older children enjoy purposeful opportunities to develop their early writing, such as writing prescriptions in the doctor's role-play area. Children enjoy developing their imagination and exploring different textures, such as paint.

Personal development, behaviour and welfare are good

Staff are positive role models who create a happy, nurturing and inclusive environment. They respond warmly to the children, making them all feel important and valued. Staff are consistent in their approach to managing children's behaviour. They offer explanations as to why certain behaviours are not acceptable and children have a good understanding of staff's expectations, responding well to these. Children are taught the importance of playing safely and begin to develop an understanding of how to keep themselves safe. Staff promote healthy lifestyles with children. Children have plenty of opportunities to experience fresh air and get exercise in the shared school playground.

Outcomes for children are good

All children enjoy their time at the pre-school and make good progress in their learning. They are able to use facilities within the school, such as play resources in the Reception classroom. They are very well prepared for their next stage in learning and their eventual move on to school. Children communicate confidently and develop a keen interest in reading and making marks. They display good levels of involvement in activities and a positive attitude towards new experiences. Additional funding has been used well to support children's good progress and extend learning opportunities outdoors.

Setting details

Unique reference number	206783
Local authority	Derbyshire
Inspection number	1109603
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	24
Number of children on roll	14
Name of registered person	Hartshorne Pre-School Playgroup Committee
Registered person unique reference number	RP525391
Date of previous inspection	14 July 2017
Telephone number	07860 464 155

Hartshorne Pre-School Playgroup registered in 1982. The pre-school employs four members of childcare staff. All of these hold an appropriate early years qualification at level 3. The pre-school opens Monday to Friday, during term time. Sessions are from 8.30am until 11.30am. The pre-school provides funded early education for two-, three- and four-year-old children.

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