

# Hutton Rudby Playgroup and Pre-School

Doctors Lane, Hutton Rudby, Yarm, Cleveland, TS15 0EQ



## Inspection date

24 April 2018

Previous inspection date

26 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 a good understanding of how young children learn. They plan a wide range of stimulating activities based on children's interests. This helps children to be engaged and enthusiastic learners who make good progress.
- Staff work in partnership with parents and recognise the importance of induction to the setting. For example, home visits take place and each child has a flexible transition when starting at the provision. This helps staff to establish starting points for children's learning and develop secure relationships.
- Parents comment positively that staff offer many opportunities for them to be involved in their child's learning experience. For example, parents fill in a record from home, based on children's achievements, that helps staff understand children's interests.
- The manager routinely monitors the progress children make. She identifies gaps in learning and plans targeted support and interventions with staff a timely manner.

### It is not yet outstanding because:

- On occasion, staff do not give children enough time to put their thoughts into words when questions are asked of them.
- Staff do not use their assessment findings as effectively as possible to plan meticulously to support younger children's next steps in learning, so they are helped to make better than good progress.

## What the setting needs to do to improve further

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

- enhance children's thinking skills and give them more time to put their thoughts into words
- make better use of assessments to plan even more specific and precise next steps and increase the potential for younger children to make rapid progress in their learning.

### 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 had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the provision.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.

### Inspector

Lynne Pope

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are fully aware of child protection procedures and know what to do if they have a concern about the welfare of a child or the conduct of a colleague. The environment is safe and secure. Partnerships with other settings are good. This helps to provide consistency for children who receive shared care. The manager meets regularly with staff to reflect on the quality of teaching and learning, and to provide training opportunities. Recent training has helped staff to extend their skills and the provision for preparing children for school. Staff regularly consult with parents and children regarding self-evaluation and there are clear action plans in place to build on the good practice already achieved. For example, as part of transition arrangements the staff plan on visiting the on-site out-of-school club with children.

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

Children arrive eager and ready to start their day. Young children enjoy exploring with their senses. They use their hands and tools to touch some coloured rice. Staff extend this by modelling actions and encouraging the children to choose appropriate tools that they can use in different ways. Children learn about mixing colours as they use two colours of play dough. Their early literacy skills develop well. Staff share books with children and involve them in the story, asking questions about what is happening. As children get older they start to repeat familiar sentences from the story, demonstrating their great involvement. Children are eager to play with technology toys. They learn how to use a remote control and direct the toy across the floor or a table, learning about the cause and effect of their actions.

### Personal development, behaviour and welfare are good

Staff are positive role models. They use age-appropriate methods and consistent rules and boundaries to promote children's excellent behaviour. Timely discussions with children help them understand the consequences of their actions. Children enjoy healthy snacks and benefit from opportunities to develop their physical skills. For example, they learn about cause and effect as they drop balls down the slide and watch them go through the hoop at the bottom. Staff promote children's independence well. Children have opportunities to make decisions about where they will play. They demonstrate a good knowledge of hygiene routines and become independent in using the toilet.

### Outcomes for children are good

Overall, children make good progress in their learning. They develop good skills that help them to be ready for the move on to school. They are very happy at the playgroup and pre-school. They laugh, and have fun as they develop confidence and a sense of belonging. Staff support children to understand mathematical concepts. Children experiment with emptying and filling containers and staff incorporate counting into everyday activities.

## Setting details

<b>Unique reference number</b>	400401
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1090984
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Hutton Rudby Playgroup and Pre-School
<b>Registered person unique reference number</b>	RP518688
<b>Date of previous inspection</b>	26 March 2015
<b>Telephone number</b>	01642 590 203

Hutton Rudby Playgroup and Pre-School registered in 1994. The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above. The setting opens during term time from 8.45am until 11.45am, Monday to Friday. Afternoon sessions are held on Monday, Tuesday and Friday from 12.30pm until 3.30pm. The setting provides funded early education for three- and four-year-old children.

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