

Victoria Park Hall Pre School

Park Hall, Victoria Park, Rawmarsh, Rotherham S62 7HJ



Inspection date	22 November 2018
Previous inspection date	18 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager and her staff are eager for all groups of children to learn in a stimulating environment and achieve well. They have high expectations. The manager is systematic in her approach to further development and sets a purposeful direction.
- Children achieve well during their time in the playgroup. They acquire the knowledge, skills and understanding they need to succeed in their future education and are well prepared for starting school.
- Children learn in a bright and motivating environment. Children learn to make decisions about what they would like to play with and organise some of their own activities.
- Staff help children to develop good personal and social skills. Children learn to cooperate and play and learn together. They are well behaved and follow instructions.
- Staff have very good relationships with parents. They keep them well informed about their children's progress. They listen to parents' views and any concerns and act promptly to address them.

It is not yet outstanding because:

- Procedures to strengthen the effectiveness of the provision are not strongly focused on the impact the quality of teaching has on children's on-going progress and their achievement overtime.
- Occasionally staff do not make sure that children are fully engaged by the activities they show an interest in.

What the setting needs to do to improve further

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

- build on procedures to improve staff's performance to more closely consider the impact of teaching on children's progress during activities and their achievement overtime
- strengthen staff's strategies for ensuring that children are fully involved and engaged by activities they show an interest in.

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 joint observations with the playgroup manager.
- The inspector held meetings with the playgroup manager. He looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

The manager has made a strong start to her leadership over the last year. She has built well on the pre-school's many strengths. There are robust procedures to evaluate the quality of the provision and develop all aspects of the provision. For example, well-planned training and workshops have strengthened the accuracy of assessments and the teaching of literacy. The leadership consult well with staff and parents to plan for future improvements. Arrangements for safeguarding are effective. The designated safeguarding lead makes certain that all staff regularly access good quality training on child protection including recognising signs that children may be at risk of extremist influences. There are robust systems for recording any concerns and reporting them to the appropriate authorities. Staff are vigilant and accurately assess any risks to children's well-being.

Quality of teaching, learning and assessment is good

Staff help children develop their curiosity and explore the world around them. For example, children explore how different bricks fit together when they join them with a mortar of foam and sand. They model their ideas on pictures they have seen of buildings around the world. Staff make good use of many opportunities to promote children's awareness of writing and reading. For example, children enjoy building a den in the pouring rain to sit and read stories to each other. Staff help children develop awareness of their own achievement through, for skilful use of praise and compliments. Leaders make sure that any additional funding received for children's care and support is carefully used to meet their learning and development needs. They work well with other professionals to produce detailed individual care and learning plans to help children achieve their goals.

Personal development, behaviour and welfare are good

There are good procedures to help children make a smooth start to their time in the playgroup. Children are supported well by their key person from the start. This helps children to grow in confidence and feel secure. Children learn to understand the needs of others through, for example, their role play and learning to share and take their turn. They are keen to make decisions and initiate their own play. For example, they invent their own verses to action songs they sing. Staff promote children's knowledge and understanding of healthy lifestyles and good hygiene procedures. They help them to make healthy food choices at snack time and to be physically active by, for example, dancing the 'Hokey Cokey' around the room.

Outcomes for children are good

Children effectively develop the skills they need for their future learning. Children of all ages make good progress in their communication skills. Older children make good progress in their knowledge of letters and the sounds they make. Children learn to count accurately and order objects, such as bricks and beads, by shape, size and colour. They learn to control devices such as music players by pressing and pushing buttons correctly.

Setting details

Unique reference number	EY426276
Local authority	Rotherham
Inspection number	10069704
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	44
Number of children on roll	58
Name of registered person	Hallbrook, Vicky
Registered person unique reference number	RP907189
Date of previous inspection	18 November 2014
Telephone number	01709 524302

Victoria Park Hall Pre School registered in 2011. The pre-school employs 12 members of childcare staff. All hold appropriate early years qualifications at level 3 or higher, including one at level 5 and two at level 6. The pre-school opens from Monday to Friday term time only. Sessions are from 8.30am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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