

Hanley Swan Pre-School Playgroup

Hanley Swan Village Hall, Welland Road, Hanley Swan, Worcester,
Worcestershire WR8 0EQ



Inspection date	13 February 2019
Previous inspection date	26 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

This provision is good

- Children are happy and enjoy their time in this warm and welcoming pre-school. Staff provide a good range of interesting play experiences that enable children to lead their own learning and build on their interests. Children express their creativity as they use glue to add large amounts of glitter to their pictures.
- Key persons are attentive and children form warm, trusting relationships with them. This helps to promote children's emotional well-being and they demonstrate good levels of confidence and self-esteem.
- Good settling-in procedures ensure children are ready for the move from home to the pre-school.
- Partnerships with parents, professionals and other providers are good. Staff share information with them in a range of ways. This helps to ensure there is consistency in children's care and learning. Parents are complimentary about the pre-school and comment on the lovely staff and how happy their children are.
- On occasions, staff do not utilise all opportunities to encourage younger children to fully participate and join in with all play activities.
- Sometimes, the planned next steps in children's learning are too broad. This means staff are not able to plan precisely enough to ensure children make even better progress.
- Information gathered from parents when children first start does not consistently inform the staff about what children already know and can do.

What the setting needs to do to improve further

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

- encourage young children to fully participate in all the activities on offer
- plan even more precisely for children's learning to make sure their identified next steps are more specific and achievable so that they make even better progress
- seek more detailed information from parents about what children know and can do when they first attend, in order to make sure that starting points are fully established to support children's learning.

Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences, indoors and outdoors.
- The inspector observed and evaluated a learning activity with the deputy manager.
- The inspector viewed evidence of the suitability of staff working at the pre-school.
- The inspector spoke to the management team about their priorities for improvement.
- The inspector spoke to staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day and from written documentation.

Inspector

Tina Smith

Inspection findings

Effectiveness of leadership and management is good

Leaders and managers aim to be the best they can and have high expectations about what children can achieve. The staff work very well together. They meet regularly to discuss best practice and identify training and development needs and opportunities. Managers monitor children's individual progress to identify any gaps in their learning and development. Any additional support they may need is swiftly provided. This has a positive impact on the outcomes for children. Safeguarding is effective. Staff have a good understanding of how to keep children safe. They complete daily safety checks indoors and outside before children arrive to ensure the environment is safe and fit for purpose. Staff are alert to the signs that may indicate a child is at risk of harm. They are confident in the procedures they must follow if they have concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff are experienced and knowledgeable. They know the children well and make learning fun. Staff respond well to what children are doing and plan appropriate activities linked to their interests. For example, after a recent visit from the community police, they organise play to enable children to use their imagination and search for missing items in the garden. Children extend their own learning as they excitedly use magnifying glasses and torches. Staff encourage children to think carefully and overcome challenges, suggesting children retrace their steps in case they have missed a clue. Young children competently use tools to cut dough. They are focused and engaged as they investigate textures, such as flour and water.

Personal development, behaviour and welfare are good

Staff are caring and kind. They are good role models and children behave well. Staff remind children of the 'golden rules'. They speak to children in a calm and respectful manner and give lots of praise for their achievements. Children learn the importance of a healthy lifestyle and practise good hygiene procedures. Parents say staff are very helpful and often make suggestions as to what nutritious foods they can add to their children's lunch box. Staff place a strong focus on play and learning in the outdoor environment. Children explore the outdoor space with enthusiasm and excitement. Young children dig for treasure and pretend to cook in the outdoor kitchen. Children practise balancing on small logs and climb on the pirate ship.

Outcomes for children are good

Overall, children make good progress and acquire the key skills in preparation for school. They are enthusiastic and confident to explore their surroundings. Young children are beginning to understand routines and boundaries. Children interact positively with staff, visitors and their peers. They listen attentively at story time and follow instructions. For example, they hold onto the rope as they walk to the outdoor play area. Children are beginning to recognise their name and confidently count during their play.

Setting details

Unique reference number	205534
Local authority	Worcestershire
Inspection number	10059573
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	30
Name of registered person	Hanley Swan Pre-School Group Committee
Registered person unique reference number	RP518300
Date of previous inspection	26 November 2014
Telephone number	01684 311443 or 07891 696049

Hanley Swan Pre-School Playgroup registered in 1970. The pre-school employs seven members of childcare staff. Of these, five have appropriate early years qualifications at level 3. One member of staff holds qualified teacher status. The pre-school opens during term time only. Opening times are from 9am to 3pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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