

Hilton Church Pre-School Playgroup

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



Inspection date	21 May 2019
Previous inspection date	22 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 develop warm, trusting relationships with their key person, who responds to their individual needs well. This helps children develop good levels of confidence and self-esteem to support their emotional well-being effectively.
- Staff assess children's learning on entry to the pre-school and identify their next steps. They plan effectively to build on children's interests and skills to ensure they make good progress. The quality of teaching is good and staff understand how children learn. They provide activities that motivate children's play and challenge their learning effectively.
- Staff support children's communication and language skills effectively. They engage in conversations with children about their experiences at home. Children demonstrate their good communication skills when they play with the dolls. They talk about how to look after the dolls and what they have for their dinner. Staff skilfully ask children questions to develop the conversation and to encourage their speaking skills.
- Partnerships with parents are strong. Parents are very positive about the care and consideration staff show towards their children. They are well informed about the progress their children make and ways in which they can help their learning at home.
- Management and staff reflect on and evaluate their practice and see what is working and what is not. They have put together an effective action plan to help them to make any necessary improvements and maintain a good-quality provision.
- At times, staff do not encourage older children to use the correct mathematical language to describe three-dimensional shapes or to compare sizes in order to help extend their mathematical knowledge further.
- Management have not established effective partnerships with other early years settings that children attend in order to help provide consistency in learning for all children.

What the setting needs to do to improve further

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

- expand older children's understanding of shapes and measurement to enhance their mathematical learning to greater levels
- strengthen ways of working with other early years settings that children attend to help promote continuity in their learning.

Inspection activities

- The inspector had a tour of the pre-school. She spoke to the staff and children during the inspection. She held discussions with the senior supervisor and manager at appropriate times during the inspection.
- The inspector observed the staff's interactions with the children and discussed the children's development with their key person and manager. She observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint evaluation of an activity with the manager and discussed the impact of teaching and learning.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at a sample of documentation, including staff's suitability checks and self-evaluation documents. She viewed observations, assessments and documentation linked to monitoring children's progress and staff performance.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand their responsibilities to protect children's welfare and they know the procedures to follow should a concern arise about a child. Staff continually assess and minimise possible risks to children's safety and management ensure that staff deploy themselves effectively to supervise children. The management team use robust recruitment and selection processes to ensure that all staff are suitable to work with the children. They support staff's professional development effectively. For example, the manager observes staff as they work. She holds regular supervision meetings with them to discuss their performance. Staff attend training to develop their practice. They have recently attended a course on communication skills, which has helped children improve their speaking skills.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. They use their knowledge of child development well. They organise a range of interesting and exciting play activities that help promote children's learning and follow their interests. Staff interact with children in positive ways and join in with their play with great enthusiasm. This is evident when children play with the soft-play blocks. They ask the staff for help as they build towers and walls. Staff help them to solve problems, such as balancing the blocks to make a bridge. This activity involves the children well. They are motivated and willing to have a go at building, using their hand-to-eye coordination effectively. Staff encourage children to use their senses and learn about different textures. As children explore pink sand, they squeeze it in their hands and they investigate the textures of wet and dry sand.

Personal development, behaviour and welfare are good

Children are happy and settled. They demonstrate they are comfortable in their surroundings as they move at ease around the room. They choose which activity they wish to play with and for how long. Staff have high expectations for children and help them learn about how to respect the needs of their friends as they play. They encourage children to share and take turns and consistently support them to learn how to behave well. Staff promote an awareness of healthy lifestyles. They provide nutritious snacks and opportunities to be physically active outdoors and inside. They encourage children to follow good hygiene procedures, such as washing their hands at appropriate times. Staff teach children to be safe and to take care of themselves. This is demonstrated as children walk up and down the steps outside carefully.

Outcomes for children are good

All children, including funded children, make expected progress for their age. They are acquiring skills for future learning and their eventual move to school. They concentrate and listen and have a positive attitude to their learning. Children develop good small-muscle skills. For example, young children peg matching socks on the washing line and older children are beginning to write their name. Children show good concentration as they look at books together. They demonstrate their awareness of stories as they comment on the pictures and show friendly behaviour to each other as they take turns with turning the pages.

Setting details

Unique reference number	EY473738
Local authority	Derbyshire
Inspection number	10082995
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	29
Name of registered person	Hilton Church Pre-School Playgroup Committee
Registered person unique reference number	RP522200
Date of previous inspection	22 October 2018
Telephone number	07985083773

Hilton Church Pre-School Playgroup registered in 2004 and re-registered in 2014. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3. The pre-school opens Monday to Friday during term time. Sessions are from 8.45am to 11.45am. The pre-school is in receipt of funded early education for three- and four-year-old children.

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