

# Sconce Hills Pre-School Playgroup

Christchurch Hall, Boundary Road, Newark, Nottinghamshire NG24 4AJ



<b>Inspection date</b>	9 July 2019
Previous inspection date	9 February 2016

<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 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 attend meetings with the manager to reflect on their practice. Most staff are well qualified. All staff display consistently good teaching. They demonstrate a good understanding of how children learn.
- All children, including those in receipt of funding, work at typical levels of development for their age. Children who speak English as an additional language make very good progress in their speaking skills.
- The manager and staff evaluate the playgroup well. They implement changes to ensure that all staff are consistent when they manage children's behaviour. Staff talk to children about rules and boundaries. Children behave well and know what is expected of them.
- Staff provide opportunities for children to develop their personal and social skills. For example, children learn the names of other children during singing activities at group times.
- Children demonstrate good physical skills. Older children pedal tricycles and demonstrate their coordination. Staff hold on to younger children's hands when they walk on the edge of a tyre in the garden. This helps them to develop their balance.
- The manager and staff work well in partnership with schools that some children will attend. For example, they invite teachers to visit children in the playgroup. Information is exchanged with teachers, which promotes consistency in children's learning and development.
- Although the manager and staff monitor the progress of individual children well, they do not compare the progress made by different groups of children.
- Staff do not provide all parents with ideas about how they can continue to support children's learning at home.

## What the setting needs to do to improve further

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

- consider how to develop procedures for comparing the progress of different groups of children and help all children make consistently good progress
- offer parents ideas and suggestions about how they can help to develop their children's learning at home.

### 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 playgroup manager.
- The inspector held a meeting with the playgroup manager and deputy manager. She reviewed relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Staff extend their professional development. For example, they attend training that helps to deepen their knowledge of how to use sign language to talk with children. This provides opportunities for children to develop their understanding of spoken words. It also helps them to learn about diversity and the different ways people communicate. Parents are complimentary about the playgroup. They say that staff help their children to settle when they first start and are friendly and welcoming. Safeguarding is effective. The manager and staff have a good understanding of the signs and symptoms of abuse. They know where to report any concerns about a colleague or children's safety and welfare. The manager uses robust recruitment procedures to make sure that staff are suitable in their roles.

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

Staff gather information from parents when children first start about what children already know and can do. This helps them to plan for children's learning from the start. Staff observe children while they play alongside them. They demonstrate a good understanding of how to help children make good progress in their learning. Staff support children to explore different resources. For example, when children play musical instruments, they ask them to play them 'quietly' and 'slowly'. Children bang and shake instruments and learn how the sound can change. Staff follow children's interests and use these opportunities to extend children's learning. For example, when children show an interest in tyres, staff ask them the shape of the tyre and which one is the 'biggest'. Children develop their understanding of shapes and language to describe size.

### Personal development, behaviour and welfare are good

Staff offer children healthy snacks and talk to them about the benefits of nutritious foods. They provide opportunities for children to learn new skills and to manage risks. For example, children use knives safely when they cut up carrots. Children share their knowledge of the benefits of eating vegetables and say, 'If you do not eat them you will not get big'. Children demonstrate an understanding of the routines of the day. For instance, when staff sing a song, children stop and wait for instructions. Staff ask children to carry out small tasks, such as encouraging them to help tidy away toys. This helps children to gain a sense of responsibility. Children have good relationships with staff and demonstrate that they are emotionally secure.

### Outcomes for children are good

Children demonstrate good literacy skills, such as their early writing skills. Older children talk about the pictures they draw. Younger children use paint on their hands to make marks on paper. Children are confident and independent. They wash their hands prior to eating and after using the toilet, and pour their own drinks. Children are creative and show their imaginative skills. Outdoors, children pretend to make 'spaghetti bolognese' with mud. When they pretend to mix ingredients together, they tell other children that they need 'more butter'. Children develop their skills well in readiness for future learning.

## Setting details

<b>Unique reference number</b>	253322
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10072680
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Sconce Hills Pre School Playgroup Committee
<b>Registered person unique reference number</b>	RP523198
<b>Date of previous inspection</b>	9 February 2016
<b>Telephone number</b>	07772525092

Sconce Hills Pre-School Playgroup registered in 1966 and is situated in Newark. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The playgroup opens on Monday and Thursday from 8.30am until midday, and on Tuesday, Wednesday and Friday from 8.30am until 3pm, during term time. The playgroup provides funded early education for two-, three- and four-year-old children.

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