

Inspection of Hillview Under Five's Pre-School Playgroup

Beechwood Avenue, Beechwood, Runcorn, Cheshire WA7 3HB

Inspection date: 17 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children clearly demonstrate that they are very settled and happy within this setting. Younger children separate easily from their parents, are eager to find their friends and are motivated to learn. Children behave very well. Staff provide clear and consistent boundaries for them. As a result, children learn to respect one another. They share toys and work together at tidy up time to pack equipment away. Children are happy to offer a cuddle if a friend is hurt. Children clearly show that they feel safe and secure. They actively seek out staff for cuddles and clearly indicate when they are tired and need a sleep or a rest. Children are developing an understanding of their feelings and emotions effectively. Staff have high expectations for the children and are effective in providing the best they can to enable children to progress. As a result, children rapidly gain confidence. Children enjoy trips to explore local facilities in their community. They attend harvest festival at the local church, and visit the school to watch the Christmas play.

What does the early years setting do well and what does it need to do better?

- Staff encourage children to become independent as they put them at the centre of their practice. Children eagerly find their own coats from their named coat hook as they prepare themselves for outdoor play. They confidently find their name card as they self-register when they arrive. This helps children to understand that print has meaning as they prepare for their next steps in learning, such as starting school.
- Partnerships with parents are strong. Staff communicate with parents in a variety of ways. For example, they send out termly newsletters, use text and email, and give verbal feedback at the end of the sessions. Parents state that they appreciate the flow of information from staff. They feel that they are fully involved in their children's learning. Children are currently collecting items to bring into the setting to add to the nature table. They have found leaves, conkers, acorns and pine cones. This helps to support children's understanding of the world as they learn about the different seasons.
- Staff skilfully support children's development in communication and language. Children enthusiastically join in with familiar nursery rhymes and know the actions to the words. Staff ask open-ended questions, giving children time to respond. For example, when a child states that his car has run out of gas, staff ask where would they go to get petrol, giving the child time to think about their response. However, on occasions, staff are over-directive with children's play. This does not fully support children to explore and express their own ideas in their own way.
- Children with special educational needs and/or disabilities are well supported within the setting. Staff work closely with external agencies and parents to ensure that children's needs are met. As a result, children are able to be fully

engaged in all activities and make typical progress.

- Effective partnerships exist with the on-site school. However, staff do not work as well with other local schools or other early years settings that children attend. This does not fully provide staff with information in order to extend children's learning as much as possible.
- Staff understand how children learn. They plan purposeful activities which are precisely linked to the children's next steps. Any gaps in children's learning are quickly addressed through comprehensive initial assessments of their development when they first attend. Children love reading. They confidentially select their favourite books and share these with staff to read together. Children quickly become absorbed with the stories, while younger children point out and identify the animals in the book.
- Staff receive regular feedback and review of their performance. Supervision sessions and team meetings help staff to review their practice. All mandatory training is undertaken, and additional training courses are offered to promote staff's ongoing professional development.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of safeguarding and child protection. Written comprehensive and up-to-date policies and procedures are in place. This helps staff to have a clear understanding of the signs and symptoms and what procedures to take should they have any concerns. Detailed risk assessments are completed on a regular basis. These help to minimise or remove risks and keep children safe indoors, outdoors and while on outings. An effective recruitment and induction process is implemented which helps to ensure staff are suitable for their roles.

What does the setting need to do to improve?

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

- strengthen the partnerships with other early years settings children attend to support a more consistent approach to their learning
- provide children with more opportunities to help them express their own ideas, especially during free play.

Setting details

Unique reference number	303469
Local authority	Halton
Inspection number	10072785
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 5
Total number of places	22
Number of children on roll	20
Name of registered person	Hillview Under Fives Playgroup Committee
Registered person unique reference number	RP904037
Telephone number	01928 714 666
Date of previous inspection	11 January 2016

Information about this early years setting

Hillview Under Fives's Pre-School Playgroup registered in 1998. The setting employs five members of staff, four of whom hold appropriate early years qualifications at level 3 and 4. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.35am until 3.05pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lesley Bott

Inspection activities

- The inspector and manager completed a 'learning walk' on all areas of the playgroup. This shows how the early years and curriculum are organised.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- A meeting was held with the manager and the inspector. The inspector looked at a sample of documents. This included evidence of staff suitability and training.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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