

Inspection of Hemingford Grey Playgroup

Hemingford Grey Primary School, St. Ives Road, Hemingford Grey, Huntingdon,
Cambridgeshire PE28 9DU

Inspection date: 27 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled and they enjoy their time at this warm and friendly pre-school. They share good relationships with each other and staff. There is a culture of mutual respect and children show that they are able to regulate their own behaviour. For example, they explain how they use a sand timer to know when it is their turn. Children arriving before being taken through to Reception class enjoy breakfast if they wish, and quickly become involved in activities, such as making play dough pancakes with flour, water and colouring.

Children enjoy sharing stories. They happily sit on the sofa with staff to share favourite stories, or sit in the cosy reading corner with friends and read to their dolls. This early love of reading supports children's emerging literacy skills well. Children enjoy physical activities. They ably negotiate an obstacle course in the outdoor area as they move around objects, go up and down the mound and kick a football at a goal.

Children show excitement as they learn, and it is this positive attitude that will stand them in good stead for their future learning in school. For example, they are excited to collect sleet that has settled on the ground. They mould it in their hands, put it aside and check it later, before exclaiming 'It is lots of water now.'

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

- Children are helped to settle in quickly. Home visits enable staff to gather as much information about children before they start. This means they can settle children in according to their needs and interests.
- Staff assess and monitor children's development effectively. If they identify gaps in children's learning, they seek the support of other professionals so that early intervention secures good outcomes for children. Progress checks for children between the ages of two and three years are completed within the required timescale.
- Staff use children's interests to promote their learning. For example, a role-play area has been set up as a 'baby clinic', with lots of resources for those with a keen interest in babies. There is also a visit planned from a parent with a newborn baby, to extend this interest.
- Children enjoy some trips out into the local community, such as to the residential home for older people. However, less emphasis is placed on helping children to gain positive messages about diversity during their everyday play in the pre-school environment.
- The quality of teaching is good overall. Sometimes teaching makes children think and solve problems, for example how they are going to make some pretend cookies magically disappear using their imaginary spell and wand. However, at

other times, opportunities are not used as well to challenge or extend children's learning so that they achieve as much as they can from every potential learning opportunity.

- Partnerships with parents are strong. Staff use many initiatives to communicate with parents about the progress their children are making and about information of interest, such as toilet training and preparation for school. Staff are flexible and support parents to ensure children's individual needs are supported. Parents speak highly of the pre-school and say their children enjoy attending.
- Children become very familiar with the adjoining school and teachers. Therefore, when the time comes for them to move up, the transition is smooth and children readily adjust.
- Recruitment procedures are robust. Staff's ongoing suitability is checked on a regular basis to ensure that children are cared for by appropriate adults. Risk assessments are thorough for each area of the pre-school, inside and outside, which helps to ensure children's safety.
- The manager monitors the practice of staff and has regular supervision meetings with each of them. These involve evaluating their practice and promoting their continual professional development, for the benefit of the children they care for. Good improvements have been made since the last inspection, following a thorough audit.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the arrangements for safeguarding children have been thoroughly and effectively reviewed. Staff have received lots of training and information to help them as they carry out their responsibility to ensure children remain safe from harm and/or neglect. Staff are clear in their knowledge of how to report concerns about a child's safety or welfare in a timely manner.

What does the setting need to do to improve?

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

- extend the range of opportunities that children have to appreciate and celebrate diversity in what they see and experience during their everyday play experiences
- use more opportunities to challenge and extend children's learning to help them to achieve as much as they can.

Setting details

Unique reference number	221857
Local authority	Cambridgeshire
Inspection number	10131936
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 5
Total number of places	42
Number of children on roll	56
Name of registered person	Hemingford Grey Playgroup
Registered person unique reference number	RP517181
Telephone number	01480 497243
Date of previous inspection	14 November 2019

Information about this early years setting

Hemingford Grey Playgroup registered in 1993. The playgroup employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday, during term time only. Sessions are between the hours of 8am and 5.30pm. In addition, before- and after-school care is offered for Reception children attending Hemingford Grey Primary School. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anna Davies

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 at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager, deputy manager and chairperson of the committee. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a parent during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020