

Inspection of Hutton Playgroup

Hutton Village Hall, Moor Lane, Hutton, Preston PR4 5SE

Inspection date: 9 March 2020

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this small and friendly setting. A well-developed key-person system enables staff to build close bonds with children. Staff know the children well and work closely with their families. Children's interests and personal preferences are known and considered when planning the activities. For example, the small-world farmyard, animals and tractors are provided to link with children's rural home experiences. This helps them to settle quickly when they first arrive. Children arrive happy and eager to participate, showing a positive attitude to learning. They know the routine of the playgroup and behave well. They demonstrate a sense of ownership as they hang up coats and place their bags by their name at the table. Children's development is monitored by staff as they observe children's progress. Staff have high expectations for all children. They share children's progress with parents and discuss how they can support their learning at home. For example, children are encouraged to bring in items from home which link to the 'letter of the week'. Staff talk to children about the letter sound for each item, saying that 'umbrella begins with the sound u'.

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

- Parents speak highly of the setting. They feel that they are kept well informed of their children's progress. Parents comment on the benefits of the small, familiar environment and the individual attention that children receive. The setting invites parents to special events and welcomes support from parent volunteers.
- The staff have taken steps to improve the provision following the previous inspection. For example, they have reviewed the procedures for assessing children's progress. Staff demonstrate a clear knowledge of individual children's current stages of development. They identify next steps for children's learning and plan activities to support their development.
- A system for staff supervision has been introduced. However, this is not yet fully embedded. Observations of staff performance are not completed consistently and continuous professional development is not prioritised. Staff do not always use their skills effectively to challenge children's thinking and extend their learning.
- Children enjoy a range of experiences and activities that support their learning. They excitedly mix paint with shaving foam as they explore the fun, sensory activity. Children demonstrate their knowledge of early science, explaining that combining blue and yellow paint makes green.
- Staff introduce topics which engage children's interest and support their learning. During the topic of 'growing', children have planted seeds and are watching their plants grow. An interactive display shows photographs of the children and staff when they were babies and as they are now. Staff have recorded the different heights of the children on a chart. This has created

discussions about changes as we grow and what makes everyone unique, supporting children's understanding of diversity.

- Children have opportunities for imaginative play in the farmyard and construction area. The role play area is altered to link to topics and children's experiences. For example, following a child's recent visit to hospital, staff have developed a hospital-themed role play area. Children and staff re-enact how to care for someone if they are poorly or have an accident. These experiences help children to learn about the wider world.
- Children spend much of their time enjoying a mixture of independent and adult-guided activities. However, the organisation of staff roles and time management is not always effective. This means that, on occasions, children are not fully engaged and do not receive high-quality interactions from staff.
- Children develop independence and an understanding of self-care. They are reminded to wash their hands before eating, and explain that this is to 'get rid of the germs'. Children's allergies and dietary needs are known and considered when providing breakfast and snacks.
- An enclosed outdoor play area is available, although it is currently not in use due to vandalism. This is a priority for development for the setting. Children can use the local park and playing field nearby and staff plan various outdoor activities at different times. Children enjoy taking part in the weekly dance session led by a teacher from the local area. They explore how their body can move in different ways to music and develop their large physical skills.

Safeguarding

The arrangements for safeguarding are effective.

A detailed safeguarding policy is in place which is made available to parents. There is a range of safeguarding information displayed on the notice board in the entrance area. Staff attend training and keep their knowledge of child protection and wider safeguarding issues up to date. They are able to discuss the signs and symptoms of abuse and know the procedures to follow should they have any concerns regarding children's welfare. The management team ensures that appropriate checks are completed when new staff and volunteers join the setting.

What does the setting need to do to improve?

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

- strengthen staff supervision arrangements to more precisely identify areas for staff development, in order to raise the level of challenge for children's learning to the highest level
- reconsider the organisation of staff roles, including volunteers, to ensure children are consistently supported and engaged throughout the session.

Setting details

Unique reference number	310285
Local authority	Lancashire
Inspection number	10103304
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	17
Name of registered person	Hutton Playgroup Committee
Registered person unique reference number	RP908614
Telephone number	01772 612 806
Date of previous inspection	5 April 2019

Information about this early years setting

Hutton Playgroup registered in 2001 and operates from Hutton Village Hall in Hutton, Preston. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds qualified teacher status. The playgroup opens from Monday to Friday, during term time. Sessions are from 9am until 12.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Wendy Dockerty

Inspection activities

- The inspector completed a tour of the premises to find out how areas are organised, and looked at the range of activities provided.
- The views of parents spoken to during the inspection, and those provided in letters, were taken into account.
- The inspector spoke to children at appropriate times throughout the inspection and observed the activities they took part in.
- A joint observation was carried out with one of the managers.
- A sample of documentation was checked by the inspector, including evidence of staff suitability, qualifications 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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