

Inspection of Hucknall Pre-School Playgroup

The Baptist Church, Watnall Road, Hucknall, Nottingham, Nottinghamshire NG15
7LD

Inspection date: 22 November 2021

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 are happy when they arrive at the pre-school, and they separate from parents confidently. They are keen to investigate the toys and resources offered. Children show good imaginative skills and understand how to use tools safely. They start to develop their independence skills as they learn to use a knife to cut up carrots in the role-play area. Children concentrate when staff provide hand-over-hand support to guide them to use a potato peeler safely. Children behave well and work together as a team to tip all the vegetables into one bowl. They are excited to tell staff that they are making 'carrot soup'.

Outdoors, children are physically active. They take and manage risks when they make up their own games of 'tag'. Some children run around, while others ride on tricycles to try and catch each other. Children listen with enthusiasm when staff read them stories. They take an active part in the story and copy the actions of characters in the book. For instance, children look through a cardboard tube and pretend it is a telescope. Children learn new words, such as 'quiff', to extend their vocabulary. They learn the meaning of the new word when staff explain that this is a 'hairstyle'.

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

- The supervisors work closely with parents to support children with special educational needs and/or disabilities. They make referrals to other agencies to help support children's individual needs, for example to help develop their speaking skills.
- The supervisors use additional funding effectively to help close any gaps in learning, such as children's understanding of the world. For example, staff purchased a toy zoo and, with help from staff, children explore and learn about different animals in the world and people who work in a zoo.
- Staff find out about children's home-life experiences. They use this information to broaden the opportunities children receive in the pre-school. For example, staff offer activities that enable children to use instruments, learn about beat and rhythm and explore music.
- Staff keep parents informed about their children's progress and what they need to learn next. They support parents to continue children's learning at home. For example, staff encourage parents to read children stories at bedtimes to help them develop a love of books.
- The supervisors and staff reflect on the service they offer children and their families. Recent feedback from parents identified that they wanted to come into the pre-school to drop off their children. Because of this, the supervisors arranged for parents to enter the hallway through one door and to exit through another door. This allows parents to settle their children and to speak to staff,

and helps to maintain children's and adults' safety during the COVID-19 pandemic.

- Staff use the curriculum to plan activities that encourage children's understanding of oral hygiene. For instance, they provide resources such as large pretend teeth and a toothbrush for children to explore. Staff talk to children about the importance of cleaning teeth. Children say that they need to brush them 'two times a day' and for 'two minutes'.
- Staff actively promote positive behaviour and help children to understand what is expected of them. For instance, during the group circle time, staff remind children to show 'good looking' when they read them a story. Staff use reward charts and stickers to praise children's toileting efforts when they learn this new skill.
- Children develop skills for future learning, such as furthering their listening abilities and language structure. For example, when staff play alongside children, they give them time to think and answer the questions they ask them. However, during some small-group times, when several three- and four-year-old children start to talk at the same time, staff do not encourage them to take turns in conversations and to listen to others' views.
- During some daily routines, such as when it is time to tidy toys away, staff do not always focus their attention on supporting children. This results in some children wandering around the room with no purpose.

Safeguarding

The arrangements for safeguarding are effective.

The supervisors and staff understand the signs and symptoms that may indicate a child is at risk of harm. This includes being able to identify if children are being drawn into extreme views and radicalisation. They know the procedures to follow to report concerns about a child's safety or welfare. The supervisors discuss safeguarding with staff at meetings. For example, staff are given scenarios and video clips to watch to keep their knowledge up to date. Staff find out about children's medical needs when they first start. They attend training that helps them to meet children's individual health needs.

What does the setting need to do to improve?

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

- strengthen staff's interactions with three- and four-year-old children during small-group times, to enable children to take turns in conversations and to listen to the views of others
- support staff to refine the organisation of some daily routines so that children remain purposefully engaged in activities.

Setting details

Unique reference number	253051
Local authority	Nottinghamshire County Council
Inspection number	10072670
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	38
Name of registered person	Hucknall Pre-School Playgroup Committee
Registered person unique reference number	RP522749
Telephone number	07544510610
Date of previous inspection	28 January 2016

Information about this early years setting

Hucknall Pre-School Playgroup registered in 2000. The pre-school employs nine members of childcare staff. Of these, the two supervisors hold appropriate early years qualifications at level 4 and six staff have qualifications at level 3. The pre-school opens on Monday, Tuesday and Friday from 8am until 3pm and on Wednesday and Thursday from 8am until 12.30pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the supervisors and has taken that into account in their evaluation of the pre-school.
- One of the supervisors and the inspector completed a learning walk together of all areas of the pre-school and discussed how the supervisor intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with one of the supervisors.
- The inspector held a meeting with the supervisors and discussions with the provider. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents 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.

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