

Inspection of The Hut Pre-school and Playscheme

Hinton Close, Newton Road, Bath BA2 1RX

Inspection date: 11 October 2022

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 enjoy their time at this friendly pre-school. They arrive happily, where warm, friendly staff greet them. Children show that they feel safe and secure. They seek comfort from staff when they feel sad and enjoy a cuddle with them. Staff use every opportunity to promote children's independence. They provide hangers and encourage children to hang up their coats on arrival. Children demonstrate a positive attitude towards learning. They are keen to explore the range of activities set out for them in the rooms.

Children behave well. They follow instructions to use play dough with excitement and focus. Staff offer an environment that helps children's creativity and imagination. Children explore autumn leaves and use paint to create autumn pictures. Staff focus on children's individual needs, particularly those with special educational needs and/or disabilities (SEND). They use funding to provide one-to-one support to children who need extra attention. Staff plan activities based on what children know and can do. All children make good progress from their starting points. Staff invite children to practise their listening and attention skills. Staff keep different toys in a bucket and take them out one by one. Children concentrate for a while, anticipating what toy will come out of the bucket.

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

- The pre-school manager and staff want children to develop their communication and language. Children have the chance to learn new vocabulary from learning experiences available. Staff use an educational programme to find ideas and activities based on every child's age and level of development. This allows them to enhance their language skills further.
- Children engage in conversations with staff. This helps them to build a strong foundation for future learning. However, staff do not consistently support and encourage children as effectively as they could to develop and use their home language at the setting, to extend their speaking skills further and celebrate what makes them unique.
- The special educational needs and/or disabilities coordinator has an important role. She cooperates with the rest of the staff and helps children, particularly those with SEND. They assist them to understand things that will happen using 'now' and 'next' during an activity. They also use visual aids to ensure children feel secure before they move to the next activity.
- Staff are good role models and guide children well during an activity. Although the children have different ages, staff are ready to assist them all. For example, they hold younger children on their lap during a group time activity or stay by their side.
- The pre-school manager and staff promote children's personal, social, and

emotional development. They teach children to be kind and share toys with their friends. They care for children's well-being and help them feel secure when they first start. For example, they give new children time to attach to them before they allocate a specific key person.

- The pre-school manager and staff have a vision for children to become confident and complete tasks independently. For example, the children use small jugs to pour their own drinks at snack time and pass the plate of food around.
- Children manipulate play dough and practise different grips. This activity helps build children's muscles for early writing and nurtures their creativity.
- Staff include early mathematics in all children's daily routines. For example, they sing familiar counting rhymes by using numbered flash cards.
- Children take part in a good range of outdoor and physical opportunities. They learn to climb and balance, and they ride bikes, avoiding obstacles in their way.
- Parents are very happy with the setting. They say that their children settle well, and staff inform them about their progress. Staff work closely with parents to find out about their children's needs, particularly those with SEND.
- The pre-school manager is caring and supportive with her staff. She arranges time to talk with them regularly, shares good practice and discusses their concerns. Staff undertake training courses to ensure they can fulfil their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

The pre-school manager and staff undertake regular training to ensure their knowledge is up to date. They have a clear understanding of their responsibilities in keeping children safe. All staff can identify the signs and symptoms of abuse. They are aware of who they should inform about any concerns they have and how they should keep a record of them. The manager and designated safeguarding lead work closely and proactively with external agencies and make timely and appropriate referrals. Staff check that doors are securely locked at all times when the children are present.

What does the setting need to do to improve?

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

- support staff to provide more opportunities for children to develop and use their home language in play and learning.

Setting details

Unique reference number	962775
Local authority	Bath and North East Somerset Council
Inspection number	10234602
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 at time of inspection	0 to 4
Total number of places	15
Number of children on roll	20
Name of registered person	Bath Area Play Project Committee
Registered person unique reference number	RP907549
Telephone number	01225 571511
Date of previous inspection	6 December 2016

Information about this early years setting

The Hut Pre-school and Playscheme registered in 1990. It is situated in Twerton, Bath. The pre-school is open Monday to Friday from 9am until 3pm during school terms and the playscheme operates on weekdays from 10am until 3pm during some school holidays. The pre-school receives funding to provide free early years education for children aged two, three and four years. There are four staff employed. One staff member holds an appropriate qualification in childcare at level 6, one holds qualified teacher status, one holds an appropriate qualification in childcare at level 3 and the other one is working towards an appropriate qualification in childcare at level 3.

Information about this inspection

Inspector

Stella Orfanidou

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The pre-school manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the pre-school manager.
- Parents shared their views of the setting with the inspector.
- The pre-school manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke with the pre-school manager and the nominated individual about the leadership and management of the setting.

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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