

Inspection of Hodnet Pre-School Playgroup

Hodnet Primary School, Shrewsbury Street, Hodnet, MARKET DRAYTON, Shropshire
TF9 3NS

Inspection date: 13 February 2023

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 have access to good-quality educational experiences in the pre-school. They gain a wealth of useful skills that prepare them very well for their move to school. Staff are friendly and nurturing. Children form close bonds with them and show that they feel safe and secure in their care. Children respect the staff and respond positively to the warm interactions they provide. This includes adapting their behaviour following the gentle reminders from staff.

Children thoroughly enjoy accessing the exciting outdoor area and choose to spend most of the day outdoors. The manager and staff plan very well for children's independent outdoor-play experiences. Children benefit from a wealth of enriching opportunities to practise their skills and use their knowledge in a range of contexts. For example, children share their feelings about recent world events as they use construction equipment. They explain what they know about earthquakes and the damage these can cause.

Children enjoy early literacy opportunities. They understand that signs and symbols have a meaning, and ask staff to explain road signs to them. They are keen to write their names on their drawings and find their name cards to help them.

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

- The manager reflects well on the service they provide to identify strengths and areas to develop further. She uses this information well to plan training opportunities that help staff to continually improve their practice. Recent training has supported the staff team to further support children who need additional support with their communication and language development.
- During their chosen play, children are well-motivated and have positive attitudes to learning. They make confident choices about where they will play, what resources they will use and who they will play with. However, during the adult-led activities, staff slightly limit the opportunities for children to explore their own ideas and learn in their preferred way.
- Parents speak highly about the service provided. They say that staff are 'brilliant' and keep them informed about their child's progress. They find the online communication app helpful and informative about their child's learning experiences and progress. The manager provides parents with daily opportunities to speak with her about their children. However, parents and key persons do not have consistent opportunities to allow for information to be exchanged about children's achievements at home and in the setting.
- The manager has an ambitious curriculum and has identified key areas of learning that help children to build on their knowledge and skills. Staff implement the curriculum well. They make useful observations of children and

use this to identify what they need to learn next. Overall, they plan well for children's development and successfully extend their learning. The manager makes good use of additional funding to ensure that it enhances learning for the children it is intended for.

- Staff support children's communication and language development well. Two-year-old children develop their ability to concentrate and focus their listening skills. Staff choose books that they know will specifically support children's language skills, such as exploring the sounds that animals make. Staff working with older children encourage them to expand their vocabulary and understanding of the meaning of new words. For example, children learn about roots and shoots as they plant tulip bulbs.
- Children develop good levels of confidence and staff support children to build their self-esteem. Staff encourage children to manage everyday tasks for themselves, and to become aware of their needs. For example, children decide whether they are cold and need to wear a coat or not.
- Staff support children's health well. Children enjoy the nutritious food and healthy drinks provided. They benefit from plenty of opportunities to be physically active and build their physical strength. Children enjoy opportunities for more adventurous play, such as swinging onto a pole and sliding down it.
- The manager works closely with the school and they have plans to collaborate to provide additional professional support for children with language delays.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are fully committed to keeping children safe. They implement meticulous risk assessment to identify and eliminate potential hazards to children. They have considered fire evacuation procedures carefully. The manager and staff have a secure understanding of safeguarding children and the procedures to follow should they have a concern about a child. They understand signs and symptoms that may indicate that a child is at risk of harm. This includes risks associated with online activities. The nominated individual follows the correct procedures to notify Ofsted of changes to the committee members, to allow for the suitability checks to be completed.

What does the setting need to do to improve?

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

- enhance the planning and teaching for the adult-led activities provided to increase opportunities for children to be active learners
- develop further the partnership working with parents so that parents and key persons benefit from consistent opportunities for two-way discussions about the children.

Setting details

Unique reference number	224114
Local authority	Shropshire
Inspection number	10263803
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	28
Name of registered person	Hodnet Pre-School Playgroup Committee
Registered person unique reference number	RP910392
Telephone number	01630 685 812
Date of previous inspection	12 May 2017

Information about this early years setting

Hodnet Pre-School Playgroup registered in 1995 and is managed by a voluntary committee. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 with two staff at level 3 and one at level 2. It opens Monday to Friday during term time only, from 8.30am to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.

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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