

Inspection of Hillview Under Five's Pre-School Playgroup

Beechwood Avenue, Beechwood, Runcorn, Cheshire WA7 3HB

Inspection date:

20 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Staff provide interesting activities, which capture children's imaginations and motivate them to learn. Children draw on their prior knowledge and take on the role of a travel agent. They pretend to book a flight for their friends, who wish to travel away on holiday. Staff facilitate this imaginative play by providing additional resources for children to enhance their play. Children pretend to travel on an aeroplane and act out the role of cabin crew, serving snacks as the aircraft departs. Children are creative and artistic. They show they are confident performing for others.

Staff encourage children to persist as they use paint sticks to make marks. Children take their time to make precise prints and start to form letters using pencils. This supports the development of the skills children need for later learning, such as writing, as they increase fine motor strength and dexterity.

Staff have established strong bonds with children. As a result, children easily leave their parents on arrival. Children happily bound in and hang up their coats on personalised pegs. This helps children to feel like they belong. Staff have high expectations for behaviour and, because of this, children know what is expected. Staff interact with children with kindness and care. This means children feel valued as they know they are listened to and respected. Staff encourage the use of good manners and children's behaviour is excellent.

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

- The manager has introduced a curriculum that, overall, is designed well to prepare children for future learning and school. Any gaps in progress are immediately acted on. For example, when leaders identified the progress in mathematics was not as swift, this became a focus and was woven into everyday practices and routines. Children recognise shapes and count the number of sides. They know that the square shape has more sides than the triangle. Children's mathematical understanding is developing well.
- The impact of the quality of education on children's phonetic awareness is evident. Children learn that letters have sounds and expertly sound out their name during self-registration. Staff share some well-chosen books with children. Staff read to children with energy and enthusiasm. Children choose to look at books independently and know how to handle books with care. This helps children to develop a love of literature, ready for reading in school.
- Overall, staff promote children's communication skills well. They ask open questions, which encourage children to think and respond and two-way communication is encouraged during a social snack time. Children learn sign language and staff speak to them using visual cues and gestures. However,

there are less opportunities for children who speak English as an additional language to see, hear or use their home language and develop their speaking skills further.

- Children's health and well-being are prioritised by staff. Children particularly enjoy a yoga activity, where they stretch their bodies and develop physical strength. Staff provide healthy snacks and advise parents about healthy and safe lunch box options. For example, staff ask parents to provide healthy food, such as fresh fruit, but explain to parents that grapes must be cut into small pieces to help to prevent a choking hazard.
- Partnership with parents is strong. Parents are kept updated with children's progress. Parents say their children are happy coming to the pre-school and have developed in confidence. However, some parents are not aware of what their children's next steps in learning are, to help them to continue with learning at home.
- Staff morale is high. They receive support and training and appreciate the ongoing professional development opportunities. For example, the manager completes observations of staff practice and discusses areas of strengths and suggestions for improvement. However, some staff are not aware of what individual children know and can do, in order to plan precise next steps and help all children to make the very best progress possible.
- Children with special educational needs and/or disabilities are provided with personalised and targeted support. The caring and dedicated special educational needs coordinator works harmoniously with parents and external professionals. This helps to provide a consistent approach to meeting children's individual needs and supports them to make the progress they are capable of.

Safeguarding

The arrangements for safeguarding are effective.

Staff provide a secure environment for children. Staff carry out effective risk assessments of the premises when they arrive to set up each day. This means that children are able to play in a suitable environment. Staff are well deployed to ensure good supervision of children at all times. Procedures such as no lone working are in place and help to keep staff safe. All staff receive training to ensure they know and can implement the safeguarding policy and procedures. Staff have a good understanding of child protection. Staff are confident in the action to take if faced with a concern about a child, the behaviour of a colleague or an allegation against a member of staff.

What does the setting need to do to improve?

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

- focus more precisely on individual children's next steps in learning

- help all parents to know what children are learning, so they can continue to build on this learning at home
- include children's home languages in the curriculum to further develop their communication and language skills.

Setting details

Unique reference number	303469
Local authority	Halton
Inspection number	10299869
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	2 to 4
Total number of places	22
Number of children on roll	21
Name of registered person	Hillview Under Fives Playgroup Committee
Registered person unique reference number	RP904037
Telephone number	01928 714 666
Date of previous inspection	17 October 2019

Information about this early years setting

Hillview Under Fives's Pre-School Playgroup registered in 1998. The pre-school employs five members of staff, all hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.35am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

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. The inspector has taken that into account in their evaluation of the setting.
- The manager took the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education and assessed the impact that this was having on children's learning.
- Parents shared their views of the pre-school with the inspector.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed evidence of staff suitability checks and qualifications.
- The inspector held discussions with staff and spoke with children at appropriate times.

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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