

# Inspection of Hackleton Pre School Playgroup

Dudley Winterbottom Memorial Hall, Chapel Lane, Hackleton, Northampton,  
Northamptonshire NN7 2AH

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Inspection date: 14 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 and thoroughly enjoy their time at this well-organised pre-school. Children and parents are warmly greeted by staff as they arrive. Staff spend quality time with the children to get to know them well and establish secure relationships. This supports children to feel safe and secure during their time at the pre-school. Children settle quickly and show they understand the setting's routine. They confidently find their name tag when they arrive and add it to the self-registration board.

Staff promote a love of books. They ensure story time is fully interactive. For instance, children eagerly volunteer to play characters from a book while others quickly fill in the missing words to familiar stories. This not only supports their language development, but also helps children make connections within their learning.

Outside children practise and develop their physical skills. For example, children learn to balance and negotiate space as they build obstacle courses. Staff skilfully weave mathematics into everyday play. For instance, they add numbered stepping mats to the obstacle course. Children excitedly shout out the number as they jump on the mat. Staff praise their achievements as children smile with pride. Staff extend mathematical language helping children to recognise larger numbers. For example, children say, 'a big number has two digits, and a small number has one.' Children make good progress in their learning at pre-school.

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

- Staff use children's interests to plan an ambitious curriculum that supports children to become ready for their next stage of learning. They carefully sequence learning, building on what children know. For instance, staff use children's love of the outdoors to teach children how to stay healthy. Children visit the allotment where they harvest fruit and vegetables that they have grown. They use these produce during cookery session, where they learn about the effects of foods and how these help their bodies to grow.
- Children's behaviour is very good. Staff have high expectations of children's behaviour and help them to develop a clear understanding of the pre-school rules and why these are important. For example, during morning circle time children recall what they remember about each rule. Staff value children's ideas and interests and follow children's lead in their play. Staff promote a positive attitude to learning making activities fun and engaging.
- Children's independence is well supported by staff. Children make choices and decisions about their play. For example, children can choose where to play, inside or outside, and pick from a good range of activities. Children are taught to

manage their own self-help skills successfully. For instance, they are encouraged to put on their coats and get tissues to blow their noses.

- Communication and language is well supported by staff. They create an environment that is rich in language. Children hear and use a lot of new and interesting words during play. Staff regularly engage in lively, animated conversations and use these opportunities to develop children's understanding. For example, staff help children to identify and name dinosaurs using a dinosaur encyclopaedia.
- Children are provided with a wide variety of experiences in the local community. They visit the allotment, local chapel and have a good partnership with the local school, where they take part in sports day events. These experiences support their sense of belonging in their community. However, although staff provide activities to help children learn about cultural celebrations, the setting does not provide ongoing experiences that reflect families, cultures and communities beyond children's own experience, to give them a deeper understanding of the wider world.
- Parent partnership is strong. Parents speak very positively about the good progress children have made, particularly in confidence and independence. They feel included in pre-school life and enjoy the ideas that staff give them to support children's learning at home
- The dedicated manager is passionate about her role. She has established a secure team who say they feel well supported. Staff have access to a variety of training to support children's individual needs. For example, recent training around mathematics in the setting has had a positive impact on staff and their practice.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- consistently extend opportunities for children to understand and respect people, families and communities beyond their own.

## Setting details

<b>Unique reference number</b>	220222
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10312106
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Hackleton Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP910364
<b>Telephone number</b>	07902286411
<b>Date of previous inspection</b>	20 April 2018

## Information about this early years setting

Hackleton Pre-School Playgroup registered in 2000. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday, term time only. Sessions on Monday, Tuesday, Wednesday and Thursday are from 8.30am until 4pm. On Friday sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Charmaine Cayton

## 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 provider.
- 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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