

Hartwell Pre-School Playgroup

Hartwell Community Centre, School Lane, NORTHAMPTON, NN7 2HL



Inspection date

22 June 2015

Previous inspection date

10 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children benefit from the good quality teaching they receive from staff. Plenty of positive interaction from the staff during activities contributes to the good progress that individual children make during their time at the pre-school.
- Children are confident to move between their chosen activities, they show familiarity with the daily routines and understand the expectations for behaviour.
- Children are learning about the natural world because they plant a variety of vegetables. Lively conversation takes place about which grow under and above the ground, as children care for the plants by watering them.
- Staff understand their responsibility to safeguard children. They know the procedures to follow in the event of any child protection concerns arising and attend regular training to keep their knowledge up to date.
- Partnerships with the local school are strong. Children are well prepared for moving on to school because they go for regular visits, look at photographs of their new school and they practice getting changed into their sports kit for physical activities.
- The management team work effectively with the committee to continue to reflect on their activity with the children. They identify priorities for the continued development of the service they provide to the children and parents.

It is not yet outstanding because:

- On occasion, parents do not always feel able to share information about their child or receive details about forthcoming events in good time.
- The opportunities for children to extend their communication and language during outside play are not maximised.

What the setting needs to do to improve further

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

- strengthen the partnerships with parents to ensure they always have opportunities to share information to ensure their children's needs are met effectively and that they receive consistent information in a timely way
- enhance children's opportunities to develop their communication and language skills during outside activities, for example, by providing clip boards and writing materials with the activities.

Inspection activities

- The inspector observed activities in the playroom, in the pre-school garden and on the playing field.
- The inspector held meetings with the manager, chairperson and with two members of staff.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and carers who were spoken to on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working with the children and a range of other documentation, including policies and procedures.

Inspector

Melanie Eastwell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff effectively plan activities for children that cover the seven areas of learning and that are based on their interests and suggestions. This results in children being keen to take part and enjoying what they do. Children make good progress in their learning and are ready for school because staff provide sensitive teaching during their involvement in children's play. They ask well-placed questions, encouraging children to think about problems they encounter, supporting them to find resolutions. Children thoroughly enjoy looking at books with the staff. They look intently at the pictures. Staff value what the children have to say, giving them time to share their opinions and experiences which develops children's confidence and self-esteem. Children are supported to write during activities, such as role play and dressing up. However, during outside play children have less access to resources to further extend their communication and language skills. Children receive a consistent approach to their learning because staff encourage parents to share information from home about their interests. This information is used to contribute to the planning of activities and the regular assessments of children's progress.

The contribution of the early years provision to the well-being of children is good

Children are safe at the pre-school. Staff are vigilant in their supervision during activities and during arrival and departure times. When children go for walks or use the playing field, they wear high visibility jackets so they can be easily identified by staff. Children clearly demonstrate the good relationships they have with the staff and with each other. Children are confident to speak to staff, ask for items they want and engage in relaxed conversations with them. Children behave very well. They know the expectations for behaviour and are able to resolve conflicts themselves using discussion with their friends. Children are learning to be independent. They choose their own activities, serve themselves at snack time and access the toilet facilities. Children benefit from being able to play outside in the fresh air and become immersed in physical activities, such as balancing and running during sports day.

The effectiveness of the leadership and management of the early years provision is good

The staff and management team work well together, sharing a commitment to delivering good quality care and learning to the children attending. Effective arrangements for recruiting new staff, for regular supervision and checking staff's performance results in children receiving a consistent approach. Staff are encouraged to increase their knowledge through attending training courses that they are interested in or relate to their role in the pre-school. The extra confidence this training instils in staff has a positive impact on the children. Partnerships with parents are mostly good. However, occasionally parents do not feel able to approach staff to share information to ensure their children's needs are always met. Managers and staff implement self-evaluation that includes regular reflection of their activity with children. They have taken positive steps to address the recommendations made at the previous inspection.

Setting details

Unique reference number	220223
Local authority	Northamptonshire
Inspection number	865862
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	51
Name of provider	Hartwell Playgroup Committee
Date of previous inspection	10 November 2011
Telephone number	07522924733

Hartwell Pre-School Playgroup was registered in 2001 and is managed by a committee. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 3.15pm except on Tuesday when the session is from 9.15am until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

