

Hixon Preschool Playgroup

Hixon Children's Centre, Church Lane, Hixon, Staffordshire, ST18 0PS



Inspection date

21 November 2017

Previous inspection date

8 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff develop warm and caring relationships with children. This helps children to settle quickly. Parents speak highly of staff and feel their children make good progress in readiness for school.
- Children behave well and have good social skills. They develop good levels of self-esteem and demonstrate caring attitudes and behaviour towards each other.
- Partnership working is strong. Managers are proactive in seeking professional support and creating a collaborative approach to meeting the needs of children. Good information sharing and strong, effective links with all involved make a significant impact on raising outcomes for children and closing achievement gaps.
- Staff accurately assess children's learning and, together with information from parents, they identify children's next steps. They use this information to plan a range of activities that is in the moment and pre-planned. Parents are highly valued as co-educators and are involved in their children's learning.
- Children enter the pre-school with confidence and staff welcome them warmly. Staff provide a good range of activities that follows children's interests and supports their ongoing learning and development.

It is not yet outstanding because:

- Staff do not consistently have the highest expectations for what children can achieve, to fully extend their learning.
- Training and professional development is not always focused on building staff's specific skills to raise the quality of teaching to the highest possible level.

What the setting needs to do to improve further

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

- offer children more challenging experiences that help to increase the potential for them to make outstanding progress
- focus training and professional development more sharply to enable staff to extend their teaching skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussions during the inspection process.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their role and responsibilities to safeguard children, including what to do if they have concerns about a child's welfare. They vigilantly assess risks and maintain children's safety at all times. The newly appointed manager has a secure knowledge of her responsibilities and manages the playgroup well. The staff team is well established and experienced. They engage in required training opportunities that help to refresh their child protection and first-aid knowledge. The manager evaluates practice and identifies actions plans to promote future improvement. Staff and parents are encouraged to share their ideas and become involved in this process.

Quality of teaching, learning and assessment is good

Staff meet the needs of the children well. They offer good support to the children to promote their communication and language skills well. For instance, staff use good questioning techniques to encourage children to share their ideas and thoughts. Children of all ages listen attentively to stories. They learn about letters and numbers as staff refer specifically to these as they read the books. Staff provide effective support to help children develop their mathematical skills. For example, they help children to sort and count different groups of objects. Children enjoy their interactions with staff. They join in imaginary games while constructing houses from bricks that click together.

Personal development, behaviour and welfare are good

Staff encourage children to develop a positive attitude to learning through play, making choices and developing friendships. Staff are good role models and are very attentive to children's needs. They listen with genuine interest when children talk to them. Children are developing a good awareness of the importance of using good manners. For instance, during mealtimes, staff role model and prompt children to say 'please' and 'thank you' as children request them to open packaging. Staff encourage children to try new foods and they discuss the many benefits of healthy eating. Children are provided with daily opportunities for fresh air and exercise. They enjoy the time spent outdoors, confidently riding bicycles and scooters and exploring the environment. They develop a good understanding and knowledge of the world around them as they explore seasonal change. Children are offered opportunities to be independent. For example, they put their coats on for outdoor play and help staff to tidy up the toys and set out plates at snack time.

Outcomes for children are good

Children are confident and active learners. They independently select a broad range of resources to support their early writing skills. For instance, they access pens and paper with ease and draw confidently. Children make good progress in their learning in relation to their starting points and individual needs.

Setting details

Unique reference number	EY406452
Local authority	Staffordshire
Inspection number	1102249
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	21
Name of registered person	Hixon Preschool Playgroup Committee
Registered person unique reference number	RP904642
Date of previous inspection	8 May 2014
Telephone number	07582 825841

Hixon Preschool Playgroup registered in 1993. The provider employs five members of staff. All of these hold appropriate early years qualifications at level 3 or above. The pre-school opens during term time only, from 8.45am to 3.15pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-olds.

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