Hermitage Pre-School Playgroup
High Street, Hermitage, Thatcham, Berkshire, RG18 9SS

<table>
<thead>
<tr>
<th>Inspection date</th>
<th>20/01/2014</th>
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<tbody>
<tr>
<td>Previous inspection date</td>
<td>10/02/2009</td>
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### The quality and standards of the early years provision

<table>
<thead>
<tr>
<th>This inspection:</th>
<th>2</th>
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<td>Previous inspection:</td>
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- How well the early years provision meets the needs of the range of children who attend
- The contribution of the early years provision to the well-being of children
- The effectiveness of the leadership and management of the early years provision

### This provision is good

- Children are happy and engage well with a wide range of interesting activities provided by staff.
- Staff’s care practices are good, which help children learn about keeping themselves healthy.
- Staff deployment is good, so children are provided with a safe, calm environment and good adult support.
- There are good links with parents which contribute well to supporting children’s welfare and learning.

### It is not yet outstanding because

- Staff do not always plan special group times for the older children sufficiently well to maintain everyone’s interest. For example, by giving older children greater opportunities to observe and discuss the features of their own immediate environment.
- Staff do not consistently support children’s communication and language skills during lunch times, to strengthen opportunities for talking to present their ideas to others.
Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main play room and the garden.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning journeys, planning documentation and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector held meetings with the manager of the setting and spoke with staff at appropriate times throughout the inspection.

Inspector

Anneliese Fox-Jones
Full report

Information about the setting

Hermitage Pre-school Playgroup is registered on the Early Years Register. They registered in 1989 and are a committee run group. The pre-school operates from the village hall in Hermitage, near Newbury, Berkshire. Children attending come from a wide area including Hermitage itself, other villages nearby and the towns of Thatcham and Newbury. The pre-school uses a large hall, which may be partitioned, a secure garden area, the kitchen and toilet facilities. The pre-school opens each week day during school terms with sessions running from 9.30am until 1pm. On Tuesdays and Thursdays an additional session runs from 1pm until 3pm for children who will be starting school. The pre-school have 39 children on roll. The pre-school employs seven staff to work with the children. Four staff are qualified to level 3 in early years and one staff is qualified to level 2. One member of staff is working towards a level 3 qualification and one member of staff is working towards her Foundation Degree in early years. In addition the pre-school also employ a part-time administration assistant. Health visitors, the local children's centre and the area Special Educational Needs Coordinator (SENCO), provide regular support.

What the setting needs to do to improve further

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

- strengthen children's communication and language during everyday routines, with particular regard to the organisation and interactions throughout lunch time

- develop group times, particularly for older children, such as by planning these to better reflect other experiences, so that all children are thoroughly engaged and interested, and more able to make connections across their learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy attending the pre-school because staff organise a range of inviting and fun activities. There are established systems to assess what children can do when they first start and for assessing their ongoing development. Staff know their children well and talk confidently about how well they are doing. Planning develops through topics, staff observations and the children's individual interests. As a result, staff plan effectively to meet children's identified next steps of learning and take good account of children's ideas. The requirement to provide a progress report for two-year-olds is completed and shared with parents.

Children arrive to find an interesting range of activities to choose from. Older children
begin their day with a group circle time. However, this is not always as well planned as possible, to maximise the opportunities and fully extend the challenges that individual children face. For example, in supporting their learning about the day, weather and their immediate environment. Nevertheless, overall, staff have a good understanding of effective teaching methods and use these generally well to support children's learning. They provide good support during most activities so that as children play they continue to learn. Staff encourage children to think critically and suggest ways of solving problems. For example, when a child looks through a magnifying glass, the staff member asks them to consider whether the magnifying glass makes the dinosaurs look bigger or smaller. Staff encourage children to comment on the textures they are feeling and the smell as they explore minty playdough, increasing their vocabularies. Children have many opportunities to develop their communication and language skills. They listen and at times respond with enjoyment when joining in with familiar songs, stories and topics. However, at times staff do not encourage children to be fully involved during lunch time, joining in with conversation, expressing their ideas and feelings. Children have many opportunities to become aware of the written word in their surroundings. They look at good quality books and find the illustrations especially interesting. A strong emphasis is placed on children's personal development and through the wide range of activities provided and the good progress they make it is clear children are becoming confident learners. Children develop mathematical concepts through a varied range of activities, which involve shape, numbers, patterns and problem solving. For example, they count how many wooden blocks and chopsticks they have and are keen to compare the length of these. Children use their imagination as they delight in acting out familiar scenarios in the Chinese restaurant role play area. Children have plentiful opportunities to explore a varied range of information, communication and technology resources (ICT). As a result, children are able to fully practise and develop their ICT skills by using varied toys and computer resources.

Parents and carers are provided with good information about the pre-school. For example, there are informative notice boards. They receive frequent newsletters and a summary of their child's achievements. Parents are kept well informed about their child's welfare and attainments through the well-established key person system. They have opportunities to attend parent sessions to discuss their child's developmental progress throughout the year. Staff maintain attractive records of children's achievements that further support their good understanding of the children's progress and next steps of learning. Staff offer ideas about how parents can support children's learning at home through their regular discussions.

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<tr>
<th>The contribution of the early years provision to the well-being of children</th>
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<td>Children settle well at the start of their day. Friendly staff provide good levels of support to children. Staff are effectively deployed throughout the provision. The key worker system works well in supporting children to feel secure and enables families to share information. As a result, children develop a good sense of belonging as they build positive relationships with staff. Children show they are settled because they approach the staff with ease and great smiles. Praise and encouragement are regularly used to promote children's self-esteem.</td>
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Children behave well and learn to play co-operatively. Staff explain to children when something is not acceptable, such as when they need to use their indoor voices. These explanations help them to consider the needs of others. Children are effectively supported in developing skills in independence, choosing their snack, having a drink when thirsty and washing their hands before doing so. The broad range of experiences enjoyed by children show that they are developing useful skills for the future. They are well prepared for the next stage in their learning and the eventual move to school.

Children play in a warm, bright and spacious enabling environment. The pre-school is well resourced with good quality toys safely stored in boxes. Staff work hard to arrange a broad range of resources each session before the children arrive, to make sure they are easily available to them. Children freely engage in play and are motivated by the good choice of stimulating activities and play resources. All groups of children enjoy exploring their environment, especially as they have plenty of fun opportunities to be physically active using a broad range of flexible resources and equipment that encourages the development of physical skills as well as other areas of learning. For example, children delight in digging soil to fill their wheelbarrows and pushing these around the garden. Staff make sure that children are dressed appropriately for outdoor activities.

Staff follow effective procedures to promote the good health and well-being of children. For example, a high number of staff hold an appropriate first aid qualification. The pre-school takes necessary steps to prevent the spread of infection and implements appropriate action if children are ill. Children develop an awareness of good hygiene skills through their daily routines. Children develop a good understanding of why it is important to eat a healthy diet and be physically active. Children benefit from making choices about the healthy nutritious snacks provided by the pre-school. Staff monitor the content of children's lunch boxes and offer support about the type of food they bring. Staff encourage them to eat their savoury items first. Snack times are sociable occasions with staff and children interacting together.

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

Staff demonstrate a good understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. They have a good understanding of the policies and procedures, which successfully promote children's welfare. The staff team take an active role in overseeing any changes in the pre-school and in the ongoing development of the quality of provision. Staff deliver engaging activities overall across all areas of the educational programmes so that all children progress well towards the early learning goals. Staff are deployed effectively to meet children's needs and they work well together. Systems to monitor the learning of individual children and to inform the planning for their next learning stages are effective. This monitoring means that the appropriate support is provided for each child's ongoing development. Children are safeguarded effectively and procedures for ensuring staff are suitable to work with children are robust. Staff have all completed safeguarding training.
and are knowledgeable about the procedures to follow should a concern about child protection arise. The environment is assessed for risks on a daily basis and appropriate action is taken to minimise any risks identified. This ensures the suitability and safety of the premises and equipment and allows children to play safely both indoors and outdoors.

There is an effective system for evaluating the quality of the provision. Staff contribute their ideas through regular staff meetings and evaluate the success of their practice. Any actions taken by the staff team are well chosen, so the impact is evident in the areas in which it is needed. The manager observes staff during their work to monitor their performance and a formal system for the management of staff performance is in place. All staff are given professional support and training to develop their practice. The manager is passionate and confident about what the setting needs to do to improve further. She takes the views of staff, other professionals, parents and children into account when identifying areas to develop. Effective action is then taken to drive ongoing improvements. The preschool has successfully addressed the recommendations from the previous inspection. For example, there are more opportunities for children to increase their independence skills and there are stronger partnerships with other settings that children attend or are moving on to. In addition, there are good communication links with the local school. The nursery values working in partnership with parents and provides them with relevant information about the early years provision. Overall, parents report that they are happy with the care their children receive. They speak positively of the staff and support provided for their children.
### What inspection judgements mean

<table>
<thead>
<tr>
<th>Grade</th>
<th>Judgement</th>
<th>Description</th>
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<tr>
<td>Grade 1</td>
<td>Outstanding</td>
<td>Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.</td>
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<tr>
<td>Grade 2</td>
<td>Good</td>
<td>Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.</td>
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<tr>
<td>Grade 3</td>
<td>Requires improvement</td>
<td>The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Inadequate</td>
<td>Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.</td>
</tr>
<tr>
<td>Met</td>
<td></td>
<td>The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.</td>
</tr>
<tr>
<td>Not met</td>
<td></td>
<td>The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.</td>
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Inspection

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.

Setting details

| Unique reference number | 511596 |
| Local authority         | West Berkshire (Newbury) |
| Inspection number       | 946595 |
| Type of provision       | Full-time provision |
| Registration category   | Childcare - Non-Domestic |
| Age range of children   | 2 - 5 |
| Total number of places  | 26 |
| Number of children on roll | 39 |
| Name of provider        | Hermitage Pre-School Playgroup Committee |
| Date of previous inspection | 10/02/2009 |
| Telephone number        | 01635201517 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools.
and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder’s own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.
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