

Inspection of Hunter's Bar Playschool

St Augustine's 59th Scout Group, 17 Botanical Road, Sheffield, South Yorkshire S11 8RP

Inspection date: 12 October 2022

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

Not applicable

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and have good self-esteem. They show that they thoroughly enjoy their time at playschool. Children know where to put their belongings and to tidy away toys when they have finished playing. They demonstrate confidence in their surroundings and approach staff and visitors with ease. Children happily access the resources and activities on offer.

Children have plenty of opportunities to be physical. They enjoy playing outside, rolling dice and jumping the number of numbers they have named. Children relish the freedom in the indoor movement play area. They grow a sense of body and a sense of self as they excitedly play rolling games with their friends and stretch their bodies over balls. Children are inquisitive and motivated to learn. They explore the displacement of liquids as they skillfully transfer water using different-sized jugs.

Relationships between staff and children are warm, supportive and respectful. Staff are good role models. Children behave well and any minor disagreements are swiftly handled. New children to the setting are beginning to understand the pre-school rules and boundaries. Children enjoy creating their own artwork and excitedly show their work to staff when they have finished.

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

- Staff have high expectations for every child. A well-thought-out curriculum supports children to gain the skills that they will need for their future learning. Staff demonstrate a good understanding of children's personalities and individual learning styles. They help children to build on what they already know. Children make good progress from the starting points.
- The key-person system is robust. Staff get to know children well and are keen to ensure that none are left behind in their learning. They understand what children need to do next to make progress, and make sure that they cover these steps in both child- and adult-led activities. Staff focus on using the children's interests to spark their curiosity. For example, children enjoy making up stories about defending themselves from lava.
- Staff build good links with local schools. Children are prepared well for their move to school. They are developing their independence skills. Children have a good understanding of healthy eating and hygiene. They confidently wash their hands and staff talk to them about why this is necessary. Children discuss what foods are good for them and learn that some foods should only be for a treat. They talk happily about the positive effects that vitamins have on their bodies.
- Children with special educational needs and/or disabilities are well supported in the playschool. Staff regularly review children's progress and discuss this with parents. They seek and follow advice from professionals involved in the

children's care to help close any gaps in their learning and to give them the best start in life.

- The manager and committee demonstrate a passion and vision for the future. They consistently evaluate the ongoing performance of the playschool and consider the views of children, staff and parents. Leaders place high priority on staff well-being. Staff feel that they are managed well, receive good support and are given meaningful professional development opportunities. This helps them to support children and their families.
- Staff provide opportunities for children to develop their understanding of mathematical concepts and promote a love of literature. Children show a great interest in books. They enjoy stories about visiting the nurse and identifying their body parts. This helps to develop their communication and language skills.
- Parents are extremely complimentary about the playschool. They tell the inspector that staff know the children well and help to prepare them for school. Staff successfully engage parents in their children's learning. However, staff do not work with parents to identify how they can support children's learning at home.
- Staff interact well with children. They play alongside children and show interest in what they are playing with. However, staff do not consider how they can further support the needs of children who speak English as an additional language during initial visits to the setting.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff are well trained in child protection procedures and can recognise the signs that may indicate a child is at risk of harm. Staff are confident who to report concerns to, including any concerns they have about a colleague. Thorough recruitment and vetting procedures are implemented, which helps to ensure that staff working with children are suitable. Staff attend regular safeguarding training to keep their knowledge refreshed. They ensure that the environment is safe for children and teach them to assess risks for themselves, for example when using wooden planks to create bridges.

What does the setting need to do to improve?

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

- consider further ways to work with parents to fully support children's learning and development at home
- provide better support for children who speak English as an additional language, so that they can develop relationships with other children and staff quickly.

Setting details

Unique reference number	2649116
Local authority	Sheffield
Inspection number	10257265
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	30
Name of registered person	Hunter's Bar Playschool CIO
Registered person unique reference number	2615242
Telephone number	07935 049365
Date of previous inspection	Not applicable

Information about this early years setting

Hunter's Bar Playschool re-registered in 2021 and is situated in Sheffield. The playschool employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. The playschool opens on Monday, Wednesday and Thursday during term time. Sessions are from 9am until 3pm. The playschool provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ruth Moore

Inspection activities

- The inspector and the manager completed a 'learning walk' across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the playschool manager and looked at a sample of the setting's documents. This included evidence of staff suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playschool manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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