

# Wickersley Community Playgroup

Inspection report for early years provision

---

**Unique reference number**

EY384002

**Inspection date**

13/03/2009

**Inspector**

Tracey Jane Outram

**Setting address**

Wickersley Community Centre, 286 Bawtry Road,  
Wickersley, Rotherham, S66 1JJ

**Telephone number**

07870 315 971

**Email**

ldavis023@hotmail.com

**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Wickersley Community Playgroup first opened in 1960. They have recently moved premises and operate from a large self-contained playroom, which is situated in Wickersley Community Centre and Library. The playgroup is managed by a voluntary management committee. The group is registered to care for a maximum of 24 children at any one time. It is open each weekday morning from 09.15 to 11.45 term time only. All children share access to a secure enclosed outdoor play area. The play group is registered on the Early Years register and the Compulsory Childcare register.

There are currently 40 children aged from two years to under five years on roll. Of these, six children receive nursery education funding. Children come from both the local and wider catchment area. The group supports children with specific educational needs. The group employs eight staff of mixed gender, four of whom hold appropriate early years qualifications with one member of staff working towards a qualification.

## **Overall effectiveness of the early years provision**

The quality of the provision is good. The staff team have established strong working relationships and they are committed to the future development of the service. The children confidently make active choices from the stimulating range of continual provision and activities are tailored to the children's individual interest. The setting has well-established systems in place to work in partnership with parents and a wide range of others who are interested in supporting the children's continual learning and development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- introduce letters and sounds as part of a broad and inclusive language experience
- consistently evaluate the grouping of children at story times and increase opportunities for children to enjoy spontaneous outdoor play and learning
- extend opportunities for children to make connections through sustained shared thinking and reasoning
- develop the procedures for children's safe departure from the premises.

## **The leadership and management of the early years provision**

The registered premises are extremely clean, secure and spacious. This allows the children to use an interesting range of activities freely within the generous and airy play room. Effective risk assessments are completed, assessed and reviewed in line with national policies and all staff have a good understanding of the local child

protection procedures. They are aware of the indicators of child abuse and neglect and confidently detail the steps to take if they are worried about the safety and welfare of any children left in their care. Equally, sound procedures are in place to ensure that children are only released into the care of designated adults, however, the arrival of parents and children's departure at the end of session is less efficiently structured and controlled.

The team are supported by a well organised manager and deputy manager who work effectively to oversee the smooth daily operation of the setting. The staff have a good attitude towards further training and an interest in developing their professional knowledge for the good of the children. They have made some clear plans for the future development of the playgroup, such as developing the outdoor play area. The manager is aware of the benefits of self-evaluation and has started to assess the impact of the service in order to bring forth self-identified improvements.

The partnership between parents and practitioners are very good, high-levels of mutual respect are engendered through the effective use of a key worker system and the two-way flow of information. For example, members of staff acknowledge the expertise of parents and gather information at the start of a placement about children's individual interests and preferred activities. A range of frequently reviewed policies and procedures are accessible to parents along with children's development records and a selection of informative newsletters. Staff effectively support children and they are more than willing to adapt their service, attend training or work with other professionals to ensure that the service is fully inclusive. Members of staff willingly loan equipment to children, research any additional needs and take positive steps to support the transition between settings. Overall, parents receive a warm welcome and they are extremely happy with the high-levels of care and support that are offered.

## **The quality and standards of the early years provision**

The children are learning and developing well because members of staff are attentive and task orientated. They recognise children's unique development needs by setting children personal targets and making observations that are used to monitor children's progress towards the early learning goals. Good strategies are in place to support children's play and this includes planning, sensitive interaction and the provision of a broad selection of resources, which encourage sensory investigation and exploration. For example, the children enjoy using a range of textured natural play materials and become deeply immersed in the use of the attractively presented heuristic play provision, which encourages learning through discovery. Conversely, while members of staff ask children some thoughtful questions that encourage reflection, they do not always extend the process of problem solving and reasoning through engaging children in sustained shared thinking.

The children are involved in everyday social interactions and planned listening activities, such as story time and engagement in musical activities, which support children's opportunities to experiment with instruments and sound media. The

children thoroughly enjoy story times but the grouping of children does not always maximise the learning potential for all children due to their different ages, interests and degrees of concentration. Staff actively elicit conversation by showing an interest in the children and encouraging audible speech on a one-to-one basis and in a group situation. Books, posters and the active use of children's name cards helps to promote the value of literacy and teach children that text carries meaning. However, staff do not make the most of the environment to show print in different forms for different purposes and letters and sounds are not used consistently as part of a broad and inclusive language experience.

The provision of many practical activities support children's problem solving and numeracy, the children enjoy sorting, classifying and making patterns with small cubes. In the role-play area the children learn about healthy foods as they are busily engaged in pretend play. For instance, they confidently use mathematical terms to describe the size and weight of apples, oranges and celery that they are buying and selling in the 'greengrocers'. The children are encouraged to value and appreciate the perspective of others. They are helped to develop the skills for taking turns and sharing, consequently, some firm friendships are in place and the children's behaviour is very good. Praise and encouragement is free flowing because staff understand that this helps children to recognise how their contributions are valued. Overall, the children are extremely sociable, with very good self-help skills. They understand the importance of personal hygiene and follow carefully applied safety procedures, such as picking-up equipment from the floor to prevent tripping hazards. The children are active and they benefit from a good range of physical activities, however, there are fewer opportunities for the children to spontaneously enjoy outdoor learning and play.

Members of staff have a sound understanding of the Early Years Foundation Stage. Inclusive practice is embraced and the systems in place to assist children who have learning difficulties or disabilities are good. They are supported by a confident special educational needs coordinator who is committed to working in partnership with parents and external agencies to adapt the service or attend additional training as required.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.