

# Whizz Kidds Playgroup

Inspection report for early years provision

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**Unique reference number** 254676  
**Inspection date** 24/06/2009  
**Inspector** Diana Pidgeon

**Setting address** Bells Lane Community Centre, Amesbury Circus,  
Nottingham, Nottinghamshire, NG8 6DD

**Telephone number** 0115 9134997

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**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 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).

## Description of the setting

Whizz Kidds Playgroup registered in 2003 and is provided by a voluntary management committee. It operates from one room in the Bells Lane Community Centre in the Cinderhill area of Nottingham. The community centre is situated within a residential estate and the group mainly serves families from the local area. The group opens every weekday during school term times. Session times are from 13.00 to 15.30 with a lunch club offered from 11.35 to 13.00.

The group is registered on the Early Years Register and may care for a maximum of 20 children between three and five years at any one time. There are currently 15 children on roll. The setting is in receipt of funding for the provision of free early education for children aged three and four years and supports children with learning difficulties and/or disabilities. There are two qualified staff who work with the children each session and also a lunchtime supervisor who assists with the lunch club. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children engage in many worthwhile activities in the group and as a result make steady progress in their learning and development. Staff develop warm relationships with the children and take account of their individual needs and interests when planning for the sessions. Most aspects of children's welfare is promoted well, although their behaviour is not always managed consistently by all of the staff working with them. The playgroup has made sound progress since the last inspection although they have not yet undertaken any rigorous self-evaluation or fully updated their policies to reflect current guidance.

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

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

- ensure staff are supported in acquiring skills necessary to promote children's behaviour effectively
- review the policies and procedures to ensure they reflect the latest guidance, with particular reference to the safeguarding and complaints policies
- ensure next steps in learning are identified for all children and that these are shared with parents and all adults working with the children
- review the organisation of large group activities to ensure these meet the needs of all children
- extend the use of reflective practice and self-evaluation to clearly identify priorities for development.

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

The management committee and the supervisor work well together to ensure the setting meets the needs of the children attending. They have a generally suitable range of policies and procedures in place to guide the practice in the setting. Whilst some of these have already been reviewed this work is not complete and as a result some policies do not reflect current guidance. In particular the safeguarding policy is not completely in line with the Local Safeguarding Children Board procedures and contact details in the complaint policy are not up-to-date and could cause confusion. A detailed risk assessment is in place for the premises and any visits out of the setting. Daily safety checks ensure any hazards are minimised and staff vigilantly maintain good standards of health and safety at all times. Appropriate recruitment procedures are in place to ensure suitable adults are employed to work with the children although currently temporary arrangements are in place to cover absence, which means there is a reduced level of consistency for the children. Staff undergo a basic induction process and attend training appropriate to their roles, such as first aid and food safety. They show a suitable understanding of the indicators of abuse and neglect and know how to respond appropriately to any concerns about a child. The supervisor has a good understanding of the requirements of the Early Years Foundation Stage (EYFS) and this, combined with her knowledge of child development and experience, enables her to plan appropriately to promote children's learning.

Parents are encouraged to share what they know about their children, particularly when they first start to attend. Staff gather information about the children's interests, abilities and needs so that they plan meaningful experiences for them and this helps children to settle in well. Through conversations and access to records parents receive basic information about their children's achievements although their current targets for learning are generally less well known to them. Parents welcome opportunities to be involved in the children's learning and appreciate the book share scheme.

The supervisor and committee work hard to make ongoing improvements to the provision. They take on board advice and actively implement plans to raise standards. For example, since the last inspection the setting has considerably improved the outdoor play opportunities and increased the accessibility of resources in the play room. This has resulted in an improved learning environment. However, monitoring of the provision and self-evaluation are in the early stages of development and do not yet lead to clear plans for future improvements.

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

Children make suitable progress in their learning because they are happy and settled and have opportunities to learn through free-play activities that keep them purposefully engaged. They benefit from the accessibility of a wide range of resources, which allows them to follow their own ideas and interests. For example, some children use recycled materials to build models, fastening them together with tape and glue, while others paint pictures and decorate masks. Each day the

supervisor plans and sets out different activities, often based around the children's own interests so that they are keen to get involved. For example, the role play area is set out as a library and children relate to this well, taking on the roles of librarian and customers and using the resources such as keyboards, till and date stamps appropriately. Children use their knowledge of numbers and signs around the room as they recognise that only four children can play in this area at any one time. Staff listen and respond to children appropriately, which helps their communication skills. However, not all staff are aware of individual children's targets for future learning and therefore relevant support is not always provided.

Children begin to recognise their names as they select their name cards to place on the wall when they arrive. Suitable opportunities are provided for them to make marks and practise their letter formation in trays of salt, in note pads and using clipboards outdoors. Activities outdoors provide children with opportunities to enhance their physical skills as they balance on crates and ride wheeled toys. Children recognise the effect the heat has on their bodies and readily seek drinks as they come indoors. Their understanding of healthy practices is good and they make good choices when choosing to eat slices of apple rather than a biscuit at snack time. Lunch club sessions offer children the opportunity to eat sociably alongside their friends and staff use this to talk with the children about good manners and to develop their awareness of different foods. Children are beginning to understand how to keep themselves safe by highlighting to staff any spilled sand or water and by helping to tidy away toys. Through visitors to the setting they are learning about 'stranger danger' and how to act in emergency situations. Children generally behave well, although at times their behaviour is not dealt with consistently by all staff. For example, the supervisor is often the only person to deal with incidents such as children taking toys from others. At times, children who are challenging are rewarded with attention, which does not send out the right messages to the others. However, praise is used well to boost children's self-esteem and displays such as the 'pride vine' acknowledge children's achievements.

Daily routines provide opportunities for children to play in and outdoors and to take part in some adult-led activities. Children sometimes sit well as a group especially when they are singing. The supervisor brings the children together before the main session starts and explains to them what is out in each area and gives them ideas how the resources may be used. This helps children to consider what they might like to do. Focussed activities are planned by the key persons, but due to the absence of one worker the supervisor has all of the children together which is not entirely successful due to their differing abilities and attention spans. This means that while the activity planned is generally a valuable learning experience, it does not meet the specific needs of the more and less able children sufficiently.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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