

# Wheatcroft Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	400457
<b>Inspection date</b>	23/09/2009
<b>Inspector</b>	Elizabeth Patricia Edmond
<b>Setting address</b>	St Michael's Church Hall, Filey Road, Scarborough, North Yorkshire, YO11 3AY
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Wheatcroft Playgroup pre-school opened in 1969. It operates from St Michael's Church Hall, situated to the south of Scarborough. The facilities are easily accessible to children, being all at ground level. Children have use of the main community hall, a small room and a secure outside play area adjacent to the main hall. Opening hours are Monday to Friday 9.15am to 12.15pm term time only. A lunch club operates on Mondays and Wednesdays until 1.00pm, when children attending the morning session are invited to bring a packed lunch. The group sometimes operate an afternoon session according to parents' needs and/or numbers of children on roll. This was not in operation at the time of the inspection. The group also operate a toddler group on Friday afternoons and, sometimes, family days during the school holidays depending on demand.

The pre-school is a registered charity managed by a parent committee. The committee employs four key staff to work with the children, and additional staff to cover busy periods. Key staff have relevant qualifications or experience at various levels. The manager has an early years degree and has also been awarded Early Years' Professional Status. The group is a member of the Pre-school Learning Alliance.

The playgroup is registered on the Early Years register and on the compulsory and voluntary parts of the Childcare Register. There are currently 26 children on roll in the early years age group and no older children. The group is registered with the local authority to provide funded nursery education to those children of eligible age, and staff receive support by their advisory service.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work very closely with parents to find out as much as they can about their children's interests, family backgrounds and care needs so that their individual care and learning needs are effectively promoted and they settle very well. Children become confident independent learners, and they make very good progress in relation to their starting points. Staff and management are highly motivated in their endeavours to make continuous improvements to the outcomes for children. They work particularly hard to continually evaluate and develop the facilities and resources, to make sure that the shared community building offers an exciting range of inclusive learning opportunities to all children.

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

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

- continue to update policy material and information for parents and others to ensure that it all fully reflects the Early years Foundation Stage (EYFS)

- continue to develop the plans for children's continued progress, linking with parents and other EYFS providers, to further promote consistency and coherence in individual children's continued progress.

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

A continuous rolling programme of staff training, appropriate to their level of responsibility, as well as robust recruitment and induction procedures ensures that children are protected and their wellbeing safeguarded. Similarly, all documentation necessary for the safe management of the provision is well organised, professionally maintained and kept up to date. For example, records of children's details are confidentially filed and staff are vigilant in keeping risk assessments, parental permission or accident records up to date. However, there is an occasional statement within some policy material and, for example, guidance for students, which has not been updated to fully reflect the EYFS.

The staff team are becoming increasingly reflective in all aspects of their practice; they are highly motivated in relation to their own professional development and improving outcomes for children. Clear leadership and an exceptional knowledge of early years issues means that academic study and research, for example, around gender issues to make sure that all children are accessing and benefiting from the full range of exciting learning opportunities. Consultation with children and parents, as well as guidance from the local authority's advisory service, further support staff in making improvements to the provision and to secure additional funding where possible.

On the whole, there is good clear information for parents and others in the form of policies and procedures, as well as clearly illustrated information booklets about how the six areas of learning are delivered through play. Due to the highly effective settling in procedures, such as the parent toddler group and the regular 'family days' during the long summer holidays, children develop highly effective three-way relationships with their key-person and the staff together. This means that children are relaxed as their key person and their parent chats about changing care needs and arrangements at handover times. Parents contribute enthusiastically to the inspection process they are exceptionally pleased with the staff's dedication and hard work. Some parents are particularly pleased with the effort made in supporting children at times of transition, as they move on to school. Parents are fully involved in all aspects of the provision. Many are very active on the management committee and take an active role in helping out at play session which helps them to see their child's developing abilities and personalities from a different viewpoint. Parents have access to their children's assessment folders, and are very pleased with their children's development in all areas of learning. They are invited to contribute to their children's assessments and some are developing their confidence in doing this.

Staff are developing links with the other EYFS settings that children attend. Whilst lines of communication are open and friendly, there is no systematic approach to liaising with individual children's key person at their other settings to provide

continuity and coherence when planning for children's continued learning and development. Links with other community groups and facilities, such as the school or church helps children to feel part of the wider community and their place within it; this further promotes the stable environment that helps them to feel settled.

## **The quality and standards of the early years provision and outcomes for children**

Staff's excellent knowledge of children's backgrounds, needs and dispositions, alongside a proactive approach to supporting families means that their individual needs are fully supported. Children are truly valued and respected as individuals. Staff pay genuine attention to children as they talk, and are extremely proactive in encouraging children to wait their turn in the conversation and listen attentively. This lets children know that what they have to offer is of value, and results in a very pleasant environment where children develop excellent social relationships and very good communication skills. There is a very happy settled atmosphere where children develop their confidence to engage fully in the broad range of exciting learning opportunities. The sustained, focused and highly skilful approach to supporting young children's emotional needs has a significant impact on all aspects of their learning and development. Due to the warm praise and encouragement children receive for their efforts and behaviour, and the clear and kind explanations by staff, they are confident, motivated and very well behaved. Children develop a high level of respect for the adults and each other; they are exceptionally cooperative in their play and interactions with each other and they learn to listen attentively and with genuine interest. Children become confident in the well rehearsed routines that promote high levels of independence in relation to their welfare and their learning. For example, they confidently and capably serve their own snacks, find their name badges as they arrive and learn to use the woodwork tools safely. At the same time, they confidently tell the adults when they need to use the toilet so that they can be escorted safely out of the room.

Due to the inviting, accessible presentation of the broad range of open ended resources, children make some excellent choices in their play and learning. For example, inspired by the large cardboard boxes, interesting materials, the background music of Holst's Planet Suite and a book they have found about aliens, children initiate and extend some exceptionally involved role-play. Others spontaneously use the good quality props to sing 'Five Little Men in a Flying Saucer', and then become interested in the countries that they see on the globe; they chat with increasing knowledge about Madagascar and the animals that live in rain forests. Some children arrange parties for their friends after Eid cards have been proudly shared at circle time. Children are exceptionally creative and staff use this skilfully to promote children's learning through their creativity. For example, they skilfully use conversational questioning to help children to think about how many candles they have on their play-dough birthday cakes, they encourage children to notice the differences in the printed words in their favourite books, and they offer them increasingly complex vocabulary to talk about their play and their feelings. The staff's clear knowledge of child development and the EYFS is shown in the highly intuitive observations of children at play. Staff are beginning to use the observations effectively to plan for children's continued progress in all areas of

learning, and to encourage parents and other EYFS providers to contribute to individual children's sustained learning and development.

The effective use of risk assessment opens up interesting learning opportunities for children. Children learn how to keep themselves safe on outings into town and they recognise the 'wet floor' sign near the art and craft table. The talk with great excitement and enthusiasm about their recent visits to the art gallery, library or fire station; the various good quality experiences significantly inspire their play and learning in various ways. In the same way, carefully guided by staff, they learn to use the indoor and outdoor resources carefully and with consideration for others. This promotes their safety both at the setting and elsewhere. Children confidently discuss their health and hygiene needs with staff which helps them to become more aware and capable in managing their own needs. Children enjoy the healthy snacks and they learn to make healthy choices in their diets. They also develop a good level of independence in this; they become very skilled in pouring their own drinks or spreading their cream-cheese. Staff are very proactive in making sure that children have plenty to drink whether they play indoors or out. Well nourished and effectively hydrated, children concentrate at their play and are joyously good humoured.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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

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