

# Wickersley Community Playgroup

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

## Inspection date

28/11/2012

Previous inspection date

13/03/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- The practitioners instil in the children a sense of confidence they are secure and content at the setting.
- Children are making sound progress and enjoy their time at the setting as they have access to a varied range of quality resources and activities

### It is not yet good because

- Children's progress is less rapid as practitioners are not secure in their understanding of their role in supporting and extending child-initiated activities and providing more challenge; the committee of the setting are not fully involved with the monitoring and evaluation process and there is not a robust system for the supervision and appraising of staff practice.
- Children's learning is not fully promoted as the amount of activities provided make it difficult for staff to be able to fully support children in their learning and at the end of the session, generally, all children are not fully engaged, therefore, they have less opportunity to understand about routine or being part of a group.
- Children's learning is not always well-supported because accurate assessment and planning of activities is not yet embedded into practice, and therefore, staff are not using what they know about children's abilities to enhance their progress.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the session room and the outside area. The inspector supplemented all observations with pertinent questions.
- The inspector held discussions with the manager and deputy of the provision.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Yvonne Layton

## Full Report

### Information about the setting

Wickersley Community Playgroup was registered in 2008 on the Early Years Register and the compulsory part of the Childcare Register. It was first active in 1960. It is situated in the Wickersley Community Centre and Library in the centre of Wickersley in Rotherham, South Yorkshire, and is managed by a voluntary management committee. The group serves the local and surrounding area and is accessible to all children. It operates from a self-contained playroom and there is a fully enclosed area available for outdoor play.

The playgroup employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and level 3. The manager holds a Foundation degree. The playgroup opens Monday to Friday term time only. Sessions are from 9am until 12noon. Children attend for a variety of sessions. There are currently 45 children attending who are within the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure high quality learning experiences for all children by: putting in place an effective system for the supervision and appraisal of staff; address the training and development needs of all staff with particular regard to understanding their role in supporting and extending child-initiated activities and providing more challenge
- embed an effective assessment system that helps practitioners to fully understand the children's level of achievement, interest and learning styles, and use this to plan and shape learning experiences for each child.

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

- review the structure of the sessions by: making sure that there are not too many activities available so staff are unable to fully support children in their learning; the end of the session routine makes sure children remain engaged, and start to develop an understanding of routine and a sense of belonging to a group
- involve committee members in developing a culture of reflective practice, self-evaluation and informal discussion too identify the settings strengths and priorities for development that will improve the quality of provision for all children.

### **Inspection judgements**

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

Children's learning and development is appropriately supported as they are provided with interesting activities. Generally, the educational programmes have suitable depth and breadth across the seven areas of learning with the prime area having sufficient focus to meet the children's needs. However, children's learning is sometimes hindered, there is a

potential impact on children's development as practitioners are not secure in their understanding of their role in supporting, guiding and extending child-initiated activities and providing challenge for them with focussed activities. For example, they often sit alongside the children and observe activities rather than giving guidance to extend their play. In a focussed activity, to give the children opportunity to use tools safely, the experience was limited as they had only glue, glue spreaders and scissors to experiment with. Children sometimes struggle to achieve with the scissors and staff tend not to use their initiative but look towards the deputy manager for guidance.

Children are appropriately supported to develop their communication and language skills as practitioners engage them in rich conversations and provide them with challenging questions. They have access to a varied rich range of resources and activities that supports their development. They are able to self-select appropriately from a good range of resources. For example, children are able to select from a wide range of construction resources within a designated construction area. They use round wooden bricks to build towers and consider the height and number of bricks they use. Children develop their social skills as they negotiate and compromise with each other. Practitioners provide an extensive range of activities to stimulate the children, including a sensory area and natural resource area with wooden and tin objects. Outside, there is an imaginative area with animals, wood and greenery supported by related books. However, children do not engage with these activities as there are too many other activities for practitioners to be able to encourage the children to engage in them. Therefore, there are missed opportunities to promote learning because children are distracted.

Children are enabled to learn about nature appropriately as they grow plants and vegetables in the garden. They have access to a digging area where they can explore and experiment. Practitioners provide suitable opportunities for the children to learn about the world as they undertake national and international celebrations and fund raising events. These events often involve parents and carers, such as a sponsored walk.

Children enjoyment and learning is appropriately promoted as practitioners provide spontaneous opportunities for them to be involved in role play, stories and rhymes. They have the opportunity to undertake a range of creative activities, where free expression is encouraged. Early writing skills are suitably promoted as children have access to suitable resources. Different methods are used to encourage children in developing their early writing skills. For example, a tray with sand and diggers is supported by pictures of different track marks.

### **The contribution of the early years provision to the well-being of children**

Practitioners instil a sense of well-being as children feel safe with them and confidently approach them. Children are appropriately learning about safety and self-care as practitioners consistently remind them about safety and hygiene routines.

Children are enabled to make appropriate choices through a self-serve healthy snack where they are encouraged to wash their own cup and dish. However, at the end of the session not all children remain engaged. Practitioners do initiate an informal group time

but they are not invited to attend and although staff use an alarm to inform children it is tidy away time they do not consistently encourage them to assist in clearing away activities. All of which has an influence on preparing children for the next stage of learning and on developing their social skills.

Practitioners are suitable role models and the use of appropriate praise and positive reinforcement contributes to the children developing a good sense of self. A 'Feeling's Tree' depicting different emotions assists children in identifying how they feel.

Children enjoy free-flow access to a well-planned outdoor area which assists them to develop a range of physical skills and benefit from fresh air and exercise. Additional play indoors, including an musical activity keyboard, further supports their development.

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

Children are kept safe in the setting as the premises are secure and there are suitable procedures that make sure children are collected by a known adult. They are protected as all practitioners have a secure understanding of safeguarding issues and the procedures to follow, supported by a safeguarding policy. The required documentation is in place and maintained and there are sound systems to ensure practitioners remain suitable for their role. They hold current first aid certificates. All of which assure children's well-being.

Children's well-being and development is potentially affected as performance management systems which make sure that practitioners are suitably trained and that they are clear about their role and responsibility are not in place. Practitioners are generally, knowledgeable about the Early Years Foundation Stage. Recently introduced activity planning and development records, which are based on observations of the children and include their next steps and the progress check at two, are in place and support children to make progress. However, they are not yet embedded into practice and some practitioners do not use the information that they know about children to accurately plan for and extend children's learning.

The suitable partnerships with parents supports children's development and makes sure their care needs are met. Communication books alongside verbal discussions are used to keep practitioners and parents are informed about children's needs and progress. Parents are invited to view their child's progress file. They are kept informed by access to the setting policies and procedures and by newsletters.

Practitioners gain information about individual needs, family and culture, therefore, children's individuality is soundly recognised and respected. Children are suitably supported to transfer into full-time education as practitioners undertake joint visits and a display is made about the school to assist in preparing the children.

The management team have clear understanding of the areas to develop to improve the

quality of the provision for the children. The deputy manager in particular, supported by the manager has strong ambitions for the setting. Reflection on practice is in place and there have been changes within the setting, which are not yet embedded into practice. The management committee are suitably clear about their responsibility for the implementation of the Early Years Foundation Stage. However, the committee of the setting are not fully involved with the monitoring and evaluation process. Therefore, the provision is not thoroughly assessed, which impedes children's learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	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.
Grade 2	Good	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.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## 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

<b>Unique reference number</b>	EY384002
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	889909
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Wickersley Village Hall Playgroup
<b>Date of previous inspection</b>	13/03/2009
<b>Telephone number</b>	07870 315 971

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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 that are usually their 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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