

Westcott Tots Playgroup

Westcott Primary School, Westcott Street, HULL, North Humberside, HU8 8NB

Inspection date	09/07/2013
Previous inspection date	18/03/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are cared for by staff who have consistently high standards and provide rich varied and imaginative experiences as they have a clear understanding of how children learn.
- Children are confident and sociable. Their learning is promoted through the highly stimulating environment both in and outdoors.
- Excellent partnerships with parents and other agencies are formed and children's needs are quickly identified and exceptionally well met.
- Children are safeguarded consistently well. Staff have an excellent understanding of their responsibility to ensure safeguarding and welfare requirements are exceedingly well met
- Children make very rapid progress and are prepared extremely well for school or the next stage in their learning.

- There is scope to enhance opportunities to develop their understanding of the world by allowing children to use a wider range of machines and programmable resources.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector sampled documentation, checked suitability of staff and the qualifications of staff working with children.
- The inspector observed snack time and group registration procedures.
- The inspector discussed learning and development, observation and assessment with practitioners and looked at children's individual files.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.
- The inspector observed, interacted and talked with children inside and while playing outdoors during the inspection.

Inspector

Caroline Basham

Full Report

Information about the setting

Westcott Tots Playgroup was registered in 1988 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a designated unit within Westcott Primary School on the east side of the city of Hull. There is a fully enclosed area available for outdoor play. The playgroup is run by a management committee and there is a manager in place. The playgroup serves the local area and is accessible to all children. Six members of childcare staff are employed. Of these, four hold appropriate early years qualifications at level 3.

The playgroup is open five days a week during term time from 8.45am until 11.45am and 12.45pm until 3.45pm. Children attend for a variety of sessions. There are currently 39 children attending who are in the early years age group. The playgroup provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- offer further opportunities to enhance children's understanding of information and communication technology, for example, by allowing children to access machines, such as the photocopier, to copy their own pictures.

Inspection judgements

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

Children are highly motivated and show boundless enthusiasm as they play and are supported by staff that have an excellent understanding of the Early Years Foundation Stage and how children learn. Children's individual likes and interests are captured exceptionally well and used to enhance learning through a balance of child-initiated and adult-led experiences both in and out-of-doors. Children freely access the large outdoor area and delight as they water the vegetables they have grown and search for mini beasts with magnifying glasses. They talk together about what plants need to grow and are proud to show visitors and point out the different plants. This shows children are developing a wealth of knowledge about the world around them and are learning to care for living things within the outdoor environment. Staff are superb role models and enthusiastically join in play with the children. They lead games where children run to find requested objects and search for items. Gymnastic style physical play is promoted as children line up to climb steps, jump and roll onto a mat. Staff praise and encourage all children continuously. This actively contributes to the exceptional trusting relationships

that are made throughout the playgroup.

A wide range of resources are displayed and stored effectively and are accessible to all children. For example, children spend time drawing and making pictures from the extensive resources available. They use glue and scissors and make decisions for themselves as they use pens, crayons and paint to express themselves creatively. Children's creativity extends to outside as they make lists and go shopping using a range of pedal cars and bikes. They know to stop at the traffic lights and wait for the lollipop lady to show other children safely across the road. This role play enhances children's knowledge of safety and awareness within the local community and the importance of this.

Displays are eye-catching and show children's own work and labels are written by the children. This enables children to be proud of their achievements and feel valued and special. Children play together and share and take turns as they sort and match by colour and shape enhancing mathematical concepts and their communication and language development. Children sing songs confidently and revel in the praise and encouragement they receive from the caring supportive staff. Children use the computer confidently and learn how to use simple programmes independently. However, there is further scope to enhance learning through providing other technology for the children to use and further develop their knowledge of how things work, such as, using the photocopier to copy their pictures, with support.

Staff use the interests of the child as being central to the planning and assessment process. Through using comprehensive observations, children's engagement and understanding is assessed and used along with information given by parents. This ensures individual care routines and interests are exceptionally well met. Very close working relationships are formed with parents, carers and outside agencies and useful information about each child is obtained and shared very effectively to enhance all areas of welfare and learning. This means that parent's wishes and children's individual needs are meticulously met. Parents are encouraged to be actively involved in the playgroup and are invited to volunteer their help and this is gratefully appreciated and valued. Parents are extremely happy with the care that is provided for their children and enthusiastically talk about events and activities their children have taken part in and how important the playgroup is to the local community.

Children with special educational needs and/or disabilities are cared for exceptionally well and gaps in their learning are narrowing due to the continued commitment and excellent support from staff. The whole environment enables children to thrive and make excellent progress in their development and this ensures they are robustly prepared and ready for school when the time comes.

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

Children learn confidently about the benefits of a healthy lifestyle as they are meticulously taught how to wash their hands correctly before snack time. Small groups of children prepare snack for the whole group and use tools safely and effectively as they cut fruit

and vegetables and spread butter on crackers under the careful supervision of staff. Snack time is a social time with children displaying exceptional manners as they share and take turns. They develop very good physical skills as they pour their own milk and water with great care. Children enjoy brushing their teeth after snack and staff teach them about the importance of healthy teeth and gums. Children talk openly about why it is so important and tell others that teeth will go bad if we don't care for them properly.

Children's physical development is significantly enhanced through climbing, running, digging and jumping and the use of a large sandpit and digging area. They push, pull and pedal equipment as they access an abundance of fresh air. Children know they must wear a sun hat and sun cream and remind others to do so when they forget. Staff continuously ensure that children are protected from the sun and restrict outdoor play when the weather is especially hot. This ensures children are kept healthy and are cared for to very high standards throughout. Children know the procedure to follow should the fire alarm go off at playgroup. They discuss with confidence the procedure and explain to visitors what they need to do. This is due to children being taught tremendously well and in a manner that they can understand and adhere to.

Children settle quickly into playgroup and form strong and very close secure emotional attachments with the highly dedicated practitioners. They show high levels of confidence and self-esteem and they delight in joining in both adult-led and child-initiated activities. The key person system supports families and children exceptionally well as they know their individual key children, their care routines, dietary requirements, likes and dislikes impeccably. Staff reinforce and praise good manners and behaviour as they teach children to have a very good understanding of right from wrong. This is due to all staff having consistently high standards and through using consistent strategies and language that children can relate to and understand. Children feel extremely safe, and are engrossed and thrive as they bounce on hoppers down a grass hill and manage risks as they discuss if it is safe to go down first.

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

Children are safeguarded consistently well and are cared for by staff that have been fully vetted to ensure their suitability. All staff are very aware of their responsibility in protecting the children and have robust effective policies and procedures in place to support them very effectively. Highly operative risk assessments for all areas are completed for all indoor areas and include the outdoor play area and trips and outings to ensure any potential risks to children are minimised. Closed circuit television systems are in operation. This helps to ensure and further safeguard all children while attending. Safeguarding children is given the highest priority and all staff are trained in safeguarding children and first aid. Regular fire evacuation drills are practised and recorded and staff are vigilant in ensuring the safety of children at all times. Children display an excellent knowledge of safety awareness and are fully involved and understand the importance of keeping safe. This means children are able to move freely and safely around the building and are aware about their own and others safety.

All children and their families are extremely warmly welcomed and valued and excellent partnerships are quickly formed as children settle very well. The playgroup fully understands their responsibility to work with parents and other agencies to meet the needs of all children and does this exceptionally well and effectively. Extensive and positive partnerships with parents and other appropriate professionals enable parents to play a full and active role in their child's learning. Parent's views are sought through discussion and open days, with parent volunteers being made very welcome. Information gained is much valued, used and taken into account within self-evaluation procedures. Practitioners have identified areas for improvement and have detailed plans in place to sustain and further develop the provision for children. For example, they have a plan in place to replace damaged outdoor play resources and are developing lists of possible activities and resources to further enhance play and learning opportunities.

The ongoing appraisal procedures ensure practitioners highlight any concerns, recognise any special achievements and identify future training needs. They can therefore, continue to support their future professional development to further enhance the exceptional care and education they provide. Staff attend relevant training to enhance their skills and help provide high levels of support to those children who have special educational needs and/or disabilities. Previous recommendations have been promptly and effectively implemented. For example, all staff have undertaken safeguarding children training and risk assessments for outings are fully operational. This contributes towards the settings ability to safeguard children very well.

Planning and assessment are constantly monitored to ensure they are consistent, precise and display an extremely accurate understanding of all children's skills. Educational programmes are regularly monitored to ensure an exceptionally wide range of experiences are available which enhance all children's learning very effectively. The playgroup committee is actively involved and works closely with staff to ensure the smooth and continuous effective running of the provision. Individual's learning is significantly enhanced and all children are included fully within the playgroup. This enables children to make consistent and exemplary progress towards all areas of learning and manage future transitions very well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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

Unique reference number	510019
Local authority	Kingston upon Hull
Inspection number	872355
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	19
Number of children on roll	37
Name of provider	Westcott Tots Playgroup Committee
Date of previous inspection	18/03/2010
Telephone number	01482 706860

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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