

Woodhouse Community Playgroup

(The Mobile), Brunswick Primary School, Station Road, Woodhouse, Sheffield, South Yorkshire, S13 7RB

Inspection date	19/09/2013
Previous inspection date	06/05/2009

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

The quality and standards of the early years provision

This provision is good

- Effective use is made of observation and assessment, which staff members skilfully use to plan the next steps in children's learning and development.
- Staff fully maximise opportunities for children to further develop their independence. This enables all children to enhance their confidence in their relationships and play and promotes their self-care skills.
- Effective partnership working with parents and external agencies results in children feeling secure and settled. This promotes continuity of care and learning for each child, enabling each individual to achieve their full potential.

It is not yet outstanding because

- On occasions, some staff do not give time for all children to think critically and answer questions. Consequently, some children's communication, thinking and language skills are not fully extended.
- Opportunities to enhance the self-evaluation of the playgroup are not maximised because of recent changes to the committee, limiting the development of improvements within the playgroup.

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.

Inspection activities

- The inspector observed activities in both playrooms and the outside learning environment.
- The inspector took part in a joint observation of a planned adult-led activity.
- The inspector spoke with the manager, staff and children at appropriate times throughout the day.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the playgroup, the provider's self-evaluation form and a range of other documentation.

Inspector

Susan Kent

Full Report

Information about the setting

Woodhouse Community Playgroup is a voluntary organisation and has been registered since July 2003. It operates from a prefabricated building, which is situated within the grounds of Brunswick Primary School, in the Woodhouse area of Sheffield. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The group has sole use of the building, which has two playrooms, a kitchen and an office area, three children's toilets and basins, a disabled toilet with nappy changing facilities and a storage cupboard. Outside is an enclosed small tarmac area for outdoor play, including an all-weather gazebo. The playgroup is open Monday to Friday, 9am until 1pm, during term time only. There are currently 59 children on roll.

The staff team of six hold relevant qualifications, one is working towards Early Years Professional status, four have a National Vocational Qualification at Level 3 and one at level 2. The group is a member of Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- develop further the process of self-evaluation by engaging the committee with specific regard to providing the playgroup with challenge and ensuring continuous improvement
- extend all staffs' ability to fully support children's communication and critical thinking skills, for example, giving time for all children to think, expand their ideas and answer questions.

Inspection judgements

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

Children thrive as they learn through play. The inside rooms are well resourced to create stimulating play spaces, where children access developmentally appropriate toys and resources, covering all areas of learning. They carefully monitor each child's progress, using observation and assessment systems effectively to guide and inform their planning. During adult-led activities, such as registration time, children's learning is promoted as

staff use effective questioning techniques. This not only maintains children's interests but develops their communication skills and provides opportunities for them to become critical thinkers. For example, during a registration activity, children are encouraged to recall days of the week and what the weather is like. This simple experience of putting their hands up to answer questions and speaking out in front of their peers helps children to develop a key skill for starting school. Children are then supported by staff to sing the 'days of the week song', which incorporates Makaton signing. This allows children with non-verbal communication to participate in the activity. The use of effective questioning techniques by all staff is good, apart from a few inconsistencies where children are not always given the time to think for themselves and expand their ideas.

Children play happily together, forming strong bonds and friendships. They enjoy the company of adults, showing increasing levels of confidence as they draw their attention to things that interest them and invite them to join in with their play. Children move freely between the two designated playrooms and the outdoor area, where additional resources are accessible to them when they wish to make choices or decisions for themselves, promoting their independence. Older children are developing further independence skills as staff encourage them to put on their own coats for outdoor play. Outdoors, children enjoy playing with sand, balls, cars and catch water, which falls from the gazebo. They ride in cars along a 'road' drawn on the tarmac and use the shed as a make shift playhouse. Children are allowed to take risks and persevere as they negotiate a small climbing frame.

The induction plan for new starters is effective, fostering good communication links between parents, carers and other professionals involved in the child's care and learning. Detailed information is captured regarding children's likes and dislikes, risk taking behaviour and support required. This informs the induction plan for each individual and ensures their transition into playgroup runs smoothly for both parent and child. Parents are actively involved in their child's 'learning journey' within the setting and at home. For example, each child's current next steps and progress is available on the wall and parents regularly contribute to this information.

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

Warm, caring relationships support the successful integration of all children into the playgroup, including those with special educational needs and/or disabilities. This enables them to separate happily from their parents and to approach new situations with confidence, such as when they are a new starter in the playgroup. Staff model positive behaviour towards children, fostering a culture of respect and consideration towards others. Children are familiar with everyday routines, taking part enthusiastically in tidy up time before snack and home time. They demonstrate high levels of independence as they serve themselves food and drink at snack time and clear away afterwards.

Children follow good hygiene routines by washing their hands after messy play or in preparation for snack time. They demonstrate increasing awareness of their own toileting needs, receiving support from staff to assist if necessary. Snack time is a sociable occasion where children sit together and take turns pushing the trolley and handing out spoons and

cups, increasing their personal, social and emotional development.

The outdoor area is available throughout the session to encourage children to be fit and active. An all-weather gazebo enables outdoor play even in wet weather. In addition, the shed has been transformed into a playhouse to allow children to play outdoors in the cold. Through the outdoor opportunities and other planned activities, children learn about the effects of healthy eating and exercising their bodies. There is a small planting area outside, enabling children to grow fruit and vegetables that are harvested in the summer months, which promotes healthy eating.

Cosy areas are accessible to children when they wish to look at books, rest and relax. For example a quiet area is available for children with a sofa, cushions, blankets, books and teddies. Separate areas are well designed for more robust physical play, promoting children's good health and well-being.

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

The experienced, qualified staff team work together closely to ensure they meet the requirements of the Statutory framework for the Early Years Foundation Stage. This results in children's health and safety being met and their learning and development being promoted. There is a secure knowledge and understanding within the playgroup regarding child protection issues and safeguarding children. Staff and management know what to do if they have concerns about a child in their care. Staff closely supervise children at all times to ensure their safety. They undertake daily risk assessments on the outdoor area, as well as other areas accessed by children, to fully ensure they are safe, secure and suitable. Careful monitoring and recording of accidents in the playgroup ensures the premises and resources are maintained and in good order. There is regular practise of fire drills and children are aware of evacuation procedures. This enhances children's safe care and enjoyment. Robust recruitment, vetting and induction procedures are in place to ensure children are cared for by suitable people. The manager conducts yearly staff appraisals, which results in a dedicated staff team, who remain motivated as they continue to develop their skills through ongoing training. The staff team meet for group supervision on a regular basis, demonstrating that performance management is good.

The educational programmes are closely monitored to ensure every child achieves their full potential. The playgroup has continued to make improvements since the last inspection and now operates an 'emerging curriculum', resulting in children benefitting from consistently good standards of care and learning. Everyone continues to work effectively together as they drive improvements forward for the continued benefit of children's care, learning and development. Partnership working with parents and carers is good, which results in continuity of care and learning being promoted for all children. A highly effective key worker system is in place allowing information to be continually shared and exchanged between staff and parents to ensure children's individual needs are met in line with their backgrounds, beliefs and abilities. Parents receive clear information on their children's daily care and progress through informative discussions, termly newsletters and notice board displays. Feedback from parents is gathered through daily discussions and

questionnaires. The manager makes use of this information and responds positively to ideas. All parents speak very highly about the setting. They confirm that the provider and staff team work effectively with them to meet their children's specific needs and nothing is too much for them. They know their children are happy and one parent said she felt her child 'is progressing because of what he learns in the playgroup'. Parents use words like 'amazing' when describing the staff and the care their children receive. Overall, children's care and learning needs are effectively met.

Partnerships with other professionals and advisory agencies are very well established, leading to effective support networks to meet children's individual needs. Good links with local schools ensure that relevant information about children's overall development is shared between providers of care and education. This ensures children transfer smoothly to other settings and secures prompt and timely support to address any areas of concern. The committee has seen recent changes regarding parent representatives, therefore, there has been less time to offer support to the playgroup. While self-evaluation incorporates staff, children's and parents' views, it does not demonstrate challenge from the committee regarding planning for improvements or sustaining improvement.

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	EY276982
Local authority	Sheffield
Inspection number	856177
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	59
Name of provider	Woodhouse Community Playgroup Committee
Date of previous inspection	06/05/2009
Telephone number	0114 269 7453

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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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