

Wickersley Community Playgroup

Wickersley Community Centre, 286 Bawtry Road, WICKERSLEY, Rotherham, S66 1JJ

Inspection date

13/09/2013

Previous inspection date

28/11/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 children enjoy making their own choices in play, freely selecting from a varied range of resources both indoors and outdoors. Practitioners take the lead from children when planning activities, therefore, providing enjoyable experiences that reflect children's likes and interests.
- Practitioners are sensitive to children's needs and because they have positive relationships with them children are happy and feel safe in their care.
- The learning environment is safe and clean for children to play and practitioners promote children's health through the implementation of appropriate policies and procedures.

It is not yet good because

- Accurate documentation is not in place or available for inspection in regard to suitability checks carried out on practitioners and in relation to maintaining a record of complaints.
- Practitioners are not consistently listening perceptively and skilfully questioning children during some activities to enhance and improve their learning.
- Practitioners do not always gather detailed information from parents about children's skills and prior learning on entry so that initial assessments and planning accurately promote continuity in children's learning from when they first start at the group.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the premises and observed children playing indoors and outdoors.
- The inspector spoke with the manager and other practitioners at appropriate times throughout the inspection.
- The inspector looked at children's learning records, planning documents and a selection of policies, procedures and other documentation.
- The inspector took account of the views of parents through discussion.

Inspector

Helen Blackburn

Full Report

Information about the setting

Wickersley Community Playgroup was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Wickersley, Rotherham and is managed by Wickersley Village Hall Playgroup Committee. The group serves the local and wider area and is accessible to all children. It operates from a function room within the community centre and library and children are cared for in one room. There is an enclosed area available for outdoor play.

The group employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one at level 5 and one at level 2.

The group opens Monday to Friday, term time only and sessions are from 9am until 12 noon. The group provide care for children from two years of age and they can attend for a variety of sessions. There are currently 24 children on roll, all of whom are in the early years age range. The group 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:

- maintain an accurate record about the vetting processes that have been completed on all practitioners that include their disclosure and barring services disclosure reference number, the date of the disclosure and details of who obtained it
- maintain a record of any complaints received, including an outcome of the investigation and ensure the record of complaints is available to Ofsted on request.

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

- improve practice so that all practitioners consistently listen perceptively to children and use skilful questioning during all activities, such as snack time so that children are supported and challenged in their learning
- improve communication with parents by gathering more detailed and accurate information from them about their child's progress, prior skills, knowledge and understanding during initial assessments.

Inspection judgements

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

Overall, practitioners have a sound understanding of how young children learn. Practitioners carry out regular observations on the children and they track their progress across all areas of learning, paying particular attention to the prime areas for young children. This means they are aware of children's abilities and they use their observations to identify their next steps in learning. They use a 'personalised learning plan' to plan a range of focused activities to support individual children's progress. As a result, children make steady progress in their learning, and acquire some skills to support their future learning, such as starting school. For example, children have a positive approach to their learning, they enjoy having a go and they show an eagerness to learn as they make their own choices in play. In addition, through observing children, practitioners recognise children's curiosity in wanting to engage in early literacy activities, such as writing their own name on their pictures. However, although planning and assessment arrangements appropriately support practitioners in planning for children's learning, the quality of teaching is sometimes inconsistent. During some activities, such as the sand play, practitioners engage well with children and through their positive interactions, they extend children's learning. For example, they talk about empty and full containers, needing a little more, or less. This promotes young children's development in mathematics. However,

during other activities, such as snack time, practitioners provide more of a supervisory role and do not make the most of opportunities to extend children's learning. For example, they sit alongside children and ask them if they want more food but they do not always observe and listen perceptively to children, so that they can skilfully question them to further challenge and extend their learning. For example, by asking open-ended questions so that children think for themselves, encourage children to talk about the different foods or engage children in social conversations with their peers. Therefore, practitioners are not making full use of all activities to challenge children's learning. When planning for children's play, practitioners are flexible and incorporate children's likes, learning styles and interest well. For example, when children show an interest in making rockets with small boxes, practitioners enhance this by creating a role play space area and building rockets on a larger scale.

Practitioners organise the learning environment so that children can make safe and independent choices, both indoors and outdoors. They provide a varied range of resources and activities across all areas of learning. This free choice means children approach their play with enthusiasm, they are eager to join in and they are happy in their play. For example, practitioners use puppets to engage young children in stories and songs, so that they develop their language and communication skills. Through role play, such as playing in the outdoor dens, dressing-up and arts and craft activities, children use their imagination. This appropriately promotes children's development in expressive arts and design. Children enjoy exploring different media and textures, such as sand, water, paint and dough. These activities enable children to use a variety of tools and equipment in different ways. For instance, children use cutters and rolling pins with the dough and different sized brushes to make marks with paint. These activities develop children's coordination and dexterity skills, therefore, promoting their physical development. Practitioners are appropriately promoting children's progress in understanding the world. They invite visitors into the setting to enhance children's learning experiences. For example, local librarians visit the setting to read stories to the children. Children plant, grow and harvest a varied range of foods and plants, such as flowers, pumpkins, tomatoes, courgettes and peas. Children enjoy tasting some of these at snack time and practitioners sell some to parents so that they can use them at home with children.

Practitioners have positive relationships with parents. Through discussion and sharing children's learning records, they keep parents appropriately informed about their child's progress. For example, they use a 'personalised learning plan' to share children's next steps with parents and what they can do to support this at home. In addition, through an 'all about me' document, practitioners gather some relevant information about children's likes needs and routines. However, the information gathered does not give enough focus on asking parents about children's progress, prior skills, knowledge and understanding. Therefore, during initial assessments and discussions with parents, practitioners are not gathering robust and accurate information about children's starting points to further enhance planning and promote continuity in children's learning.

Practitioners have positive relationships with children. During settling-in visits, practitioners observe children to establish with which adults they start to build up bonds. They use these observations to allocate a key person to each child who works closely with the children to help them settle. Practitioners are sensitive to children's needs, providing the support, comfort and reassurance they need, such as offering cuddles when they get upset or just by being close by. This results in, happy children, who settle quickly at the group. This appropriately promotes children's personal, social and emotional development. Transition arrangements between the home and group are appropriate. Practitioners invite parents into the group to spend time with their child to help them get used to their new surroundings. They also offer home visits, if wished, as a way to build up relationships and to gather information from parents about children's individual needs, likes and routines. This contributes to promoting continuity for children and gives them the confidence to embrace the move from home to the group. This supports children in their future learning as they move onto school or other settings.

The learning environment for children is welcoming, safe and clean. Practitioners are friendly and they welcome each child into the group at the beginning of the session. In addition, they are beginning to display children's work around the room. This contributes to providing a sense of belonging for children. Children behave appropriately for their ages and practitioners praise their achievements. They calmly explain to children the consequences of their behaviour and encourage them to share and take turns. At the end of the session, practitioners encourage children to help tidy up, this gives children responsibility and helps them learn about routine. Children are beginning to understand ways in which they can keep themselves safe. For example, practitioners involve children in fire evacuation practices and through play; they talk to them about road safety.

Practitioners appropriately promote children's health, self-care skills and well-being. They implement a varied range of policies and procedures to promote their health, such as adopting regular cleaning routines of toys and equipment as a way to minimise illness and infection. Through everyday routines, children learn about good hygiene practices and they have opportunities to develop their self-care skills. For example, children independently know to wash their hands before snack, they help to wash their own plates and independently peel their bananas. Children are always given choices at snack time and they grow some foods in their vegetable garden. These activities support children in learning about the benefits of making healthy choices. Children have free access to the outdoor area, and this means they are able to be active and enjoy the benefits of playing in the fresh air. When playing outside children enjoy riding in their cars, throwing balls, running and chasing with their friends. This promotes their physical development and sufficiently supports children in understanding the importance of exercise and leading a healthy lifestyle.

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

Overall, practitioners generally have a sound understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All practitioners access safeguarding training so that they have a sufficient understanding of the potential signs of abuse and neglect. They know the procedures for reporting concerns and which agencies they must involve. This contributes to protecting children from harm. However, this inspection was carried out due to concerns raised about health and safety issues and meeting children's needs. The inspection found that practitioners take all necessary steps to keep children safe and to ensure their individual needs are met. For example, practitioners appropriately support children in toileting maintain appropriate ratios, adhere to space requirements and supervise children's play, indoors and outdoors. Practitioners recognise that they have recently experienced a problem with a blocked toilet, therefore, leaving unpleasant odours at the group. However, they took all the necessary steps to remedy the issue as soon as possible. In addition, through their regular cleaning routines, they ensure the resources and environment are safe and clean for children to use. However, the inspection found not all requirements were met in regard to record keeping. This is because practitioners do not maintain an accurate record of all complaints and the details they do keep are not available for Ofsted on request during the inspection.

Appropriate recruitment and vetting procedures are in place to assess practitioner's suitability to work with children. However, the group do not accurately record all the required details of every practitioners' disclosure and barring services checks that they have completed when assessing their suitability to work with children. This demonstrates some lack of understanding of this aspect of the welfare requirements, but there is no direct impact on children's safety because of the omissions in the documentation. Children are never left alone with adults whose suitability has not been checked. Other documentation is in place that contributes to keeping children safe. For example, children's records and policies and procedures, which include managing children's behaviour, risk assessments and procedures for administering medications are all up-to-date.

Practitioners understand the importance of promoting continual improvement. Through staff meetings, reflective practice and some self-evaluation they are beginning to identify ways they can improve the provision for children. For example, by working closely with other early years provisions they look at ways to improve their observation and planning arrangements. Therefore, developing their systems in how they track and monitor children's progress. They have taken appropriate action to address actions and recommendations made at the last inspection. Through accessing training, practitioners are improving their understanding of how young children learn. For example, after training practitioners share their understanding with each other of the benefits of heuristic play to support children's learning. In addition, by improving the organisation of routines and resources, children access a sufficient range of activities to keep them engaged in their play throughout the session. The use of appraisals supports practitioners' programme of professional development. For example, management identify areas where practitioners may need additional support and help. This contributes to improving the provision for children because management are beginning to monitor the quality of teaching and how this impacts on children's learning.

Practitioners have sound relationships with parents. Through adequate communication and information sharing, practitioners meet children's needs. They share sufficient information about children's progress to enable parents to support their child's learning at home. Parents are complementary about the group. They say practitioners are friendly and welcoming and that their children are happy, making progress and enjoy their time at the group. Practitioners work with other professionals and agencies involved in children's learning and care. They share relevant information with them, to ensure learning is tailored to children's individual needs. For example, so they can provide consistency when supporting children with special educational needs and/or disabilities. In addition, they share any concerns with parents, such as speech and language concerns to ensure any early intervention is in place to support 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 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	EY384002
Local authority	Rotherham
Inspection number	926439
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	24
Name of provider	Wickersley Village Hall Playgroup Committee
Date of previous inspection	28/11/2012
Telephone number	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, 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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