

# Wibsey Methodist Playgroup

School Lane, Wibsey, Bradford, West Yorkshire, BD6 1QX

<b>Inspection date</b>	08/11/2013
Previous inspection date	21/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff teach children well and provide a wide variety of learning experiences in a rich and stimulating learning environment. This means children acquire the skills and attitudes they need to enable them to be ready for school.
- The setting promotes children's communication well using initiatives such as 'Every Child a Talker'. This means all children, including those with English as an additional language and those with communication difficulties, make good progress relative to their starting points.
- Children are happy and settle very well because all staff, and especially each child's key person, develop trusting relationships with children and work closely with parents to gain a thorough knowledge of their child's individual likes, needs and routines.
- The manager is highly dedicated and has developed an experienced and well-qualified staff team. This ensures children are safe and make good progress in their learning and development.

### It is not yet outstanding because

- The system the manager uses to monitor groups of children's progress is not sufficiently detailed to enable her to develop her provision further, in order to best support all children to make better than good progress.
- There is scope to further improve the opportunities for parents to share information about their children's learning at home.

## 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 conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and some parents
- The inspector looked at children's assessment records and planning documentation.  
The inspector checked evidence of suitability and qualifications of staff working with children, looked at the provider's self-evaluation form and discussed the manager's plans for improvement.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## Inspector

Caroline Midgley

## Full report

### Information about the setting

Wibsey Methodist Playgroup opened in 1965 and is on the Early Years Register. It is situated in the Wibsey Methodist Church Hall in Wibsey area of Bradford. It is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play.

The pre-school employs nine members of childcare staff, all of whom these hold appropriate early years qualifications, mostly at level 3 or above. The pre-school opens Monday to Friday during term time only. Sessions are from 9am to 12 noon and from 12.15pm to 3.15pm on Mondays, Tuesdays, Thursdays and Fridays, and from 9am to 12 noon on Wednesdays. Children attend for a variety of sessions. There are currently 52 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school receives support and guidance from the local authority, and the manager supports other settings via a local authority mentoring scheme.

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

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

- consider developing the systems to monitor groups of children's progress in more detail, and use this information to sharply focus adaptations to the provision to ensure all children and groups of children make the very best possible progress
  
- develop the opportunities further for parents to share information with the pre-school about their children's learning at home, using a range of methods that are convenient for all parents.

## Inspection judgements

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

Adults teach children well and provide them with a wide variety of learning experiences in a very rich learning environment. This means children make good progress in their learning and they steadily acquire the skills and attitudes they need to enable them to be ready for school. Staff are knowledgeable. They understand how children learn and tailor teaching and activities to ensure experiences children are offered are well matched to each child's interests and stage of development. For example, a child is digging in the sand and tells his key person that he is looking for treasure and gold coins. She explores

alongside him and uses discussion well to encourage his imagination and his language skills, as well as several other areas of learning, such as mathematical development. She later discusses the child's interests with colleagues. They decide to bury treasure in the sand over the next few sessions to prompt children's imagination and learning further. This positive response to children's individual interests means children are enthusiastic about learning and make good progress towards the early learning goals.

Staff and children choose a 'book of the month', one for the older children and one for the younger children. These are displayed on large book stands and are accessible for children to look at independently and with adults. This is a very successful learning resource and is used well to teach children about literacy. Children learn about stories, words and letters as they look at the books with a member of staff. She uses discussion well to encourage children to develop their language skills. The member of staff does this because she avoids questions with only one answer, but instead talks about what she and the children can see. In this way, children learn about the world around them. She also introduces mathematics as they count together and discuss shape and size. This approach stimulates children's interest in stories. Children recite large sections of the story because the books are of good quality and include rhyme and repetition. The stories also stimulate children's interests in other activities. For example, a child decides he would like to make a 'bear cave'. He works together with a small group of friends, and with support from a member of staff, turns a box into an imaginative cave for a bear. Children are able to do this because staff ensure they have a good range of resources to freely choose from, and sensitively encourage them to develop skills they need to successfully complete their projects.

In addition to paid staff, the pre-school makes good use of knowledgeable volunteers. This means children are effectively taught individually and in small groups appropriate to their age and stage of development when they first start at the pre-school. As they develop, staff plan small group activities to help the children develop learning skills that they will need as they move on to school and begin to work in larger and whole class groups. The pre-school effectively supports children with special educational needs and/or disabilities, as well as children who speak English as an additional language. All staff and volunteers know the children well and understand their preferences and individual requirements for learning. They ensure teaching, especially for the younger children, focuses on developing the prime areas of learning that underpin all other learning. For example, they use initiatives, such as 'Every Child a Talker' to promote children's communication skills. This means all children, including those with English as an additional language and those with communication difficulties, make good progress in relation to their starting points. They also focus on developing children's physical development, both indoors and outdoors in the well-resourced outdoor space, and on developing children's personal and social development. This ensures that children gain the key skills necessary to be ready for school when the time comes.

Staff carefully plan activities each week that are based on children's stages of learning and on their interests. This is because they observe children closely and use these observations to assess their learning and development. They also use these observations to provide a learning record for each child and to help keep parents informed about their child's learning and development. They summarise children's stage of development in each

area of learning shortly after starting at the pre-school and again at the end of each term. This helps ensure children make appropriate progress in each area of learning. This summary is in the form of the required progress check at age two where appropriate. This helps parents and professionals identify any areas where a child may need additional support in order to meet the early learning goals. The key person system is used particularly well to ensure parents contribute to initial assessments of children's starting points on entry. They keep parents informed through regular discussions and meetings, although some parents who have difficulty visiting the pre-school regularly because of work commitments would value further opportunities to share information about their children's learning at home. This would enable staff to have a complete picture of all children's achievements.

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

Children are happy and settle very well because all staff, and especially each child's key person, work closely with parents to gain a thorough knowledge of their child's individual likes, needs and routines. This helps them develop trusting relationships and means they behave in ways that show they feel secure and have a strong sense of belonging to the pre-school. This also means their emotional well-being is effectively supported. For example, if children feel anxious at pre-school the key person works closely with parents to help them settle and then monitors their progress carefully with parents to ensure they continue to make good progress, for example, by developing friendships with other children. A high level of support is also provided as children move on to school. This means they are emotionally prepared for the next stage in their learning.

The resources and equipment are very well organised and clearly labelled. This encourages children to access them independently and enables them to tidy up and put things back in the right place. This helps them develop confidence and self-esteem. Children are also encouraged to be independent in looking after themselves. They know, for example, why they need to wash their hands before eating and readily do so. They are encouraged to cut up their own fruit and pour their own drinks at snack time. This also helps them develop their physical skills. Children's behaviour is good. For example, they share well and pass each other resources. This is because the staff are good role models and help children consider each other's feelings. Staff help children understand why there are rules, such as 'Don't run in the classroom', because staff talk to them about keeping safe. They help the children draw up rules to do this. Children also help staff do the daily risk assessments. This enables children to learn to take responsibility for their own safety. Children also learn about how to care for resources. For example, when a page comes loose from the big book that a group of children are looking at, children are encouraged to think of ways to mend it. They fetch sticky tape and mend the book themselves with only a little adult help and support.

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

The manager is highly dedicated and has developed an experienced and well-qualified staff team. She understands her responsibility to ensure children are safe. She employs

safe recruitment procedures and ensures appropriate checks on all adults are carried out before they work with children. She ensures all staff and volunteers understand their responsibility to safeguard children and what to do should they have concerns about a child. She has a designated member of staff who is responsible for conducting, monitoring and updating risk assessments and checks. This ensures the welfare of children is monitored closely.

The manager ensures all staff and volunteers have a very secure knowledge of the requirements of the Early Years Foundation Stage. She implements and reviews all policies and procedures consistently to ensure she creates an environment that is welcoming, safe and stimulating. She reviews her provision, taking into account the views of children, parents, staff and other professionals, and uses this information to improve practice. For example, she has made good progress in addressing previous actions relating to improving the risk assessment process. The manager ensures her team have a good knowledge of the areas of learning and understands how children learn. She effectively monitors educational programmes, planning and assessment systems to ensure all children experience a broad range of activities. She is beginning to develop systems to use assessment of children's learning and development to monitor the rate of progress of specific groups of children, although this is in its early stages and is not yet sufficiently detailed to enable her to sharply target areas for improvement. The manager ensures all staff are supported in their role. Induction, annual appraisal and performance monitoring systems are secure, and staff have regular opportunities to discuss children's progress and any issues that concern them, both at weekly staff meetings and at formal termly supervisions.

The committee, manager and her team regularly reflect on their practice. Each year they ask for feedback from parents, children, schools and other settings. Ideas and suggestions can be made in person or via a suggestion box at any time, and parents are invited to join the committee. The manager is also beginning to analyse children's development to enable her to adapt the provision they offer children to ensure all groups of children are able to make better than good progress. For example, the team have introduced superhero play to help boost boys' achievements. This information helps to continually improve the outcomes for the children. Partnerships with parents are a strength of the pre-school. Parents are very complimentary about the staff and the welcoming atmosphere of the pre-school. Parents spoken to at the inspection said their children are very happy, settled and thoroughly enjoy themselves at pre-school. Staff work very closely with parents from when their child first starts to find out what they can do and what they are interested in. Parents are fully aware of their child's progress, and with staff decide together their child's next steps in learning. There are generally good systems in place to encourage parents to share their child's experiences and continue their child's learning at home.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	302007
<b>Local authority</b>	Bradford
<b>Inspection number</b>	864714
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Wibsey Methodist Playgroup Committee
<b>Date of previous inspection</b>	21/01/2009
<b>Telephone number</b>	01274 678008

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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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