

# Whizz Kidds Playgroup

Bells Lane Community Centre, Amesbury Circus, NOTTINGHAM, Nottinghamshire, NG8 6DD

<b>Inspection date</b>	14/11/2013
Previous inspection date	24/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider has failed to notify the regulator of changes to the individuals that make up the registered body, to ensure that children's safety and well-being are effectively promoted.
- Teaching requires improvement because planning is not sufficiently focused on the most relevant next steps or consistently linked to children's interests. As a result, some activities are not sufficiently engaging children or challenging those that are more able.
- The range of activities to support children in emotionally preparing them for their move to other settings, is not fully developed.
- The organisation of the indoor space does not fully promote children's enjoyment when engaging in some imaginative and creative activities.
- Children's understanding of healthy lifestyles is not fully promoted.

### It has the following strengths

- Staff have a suitable understanding of the procedures to follow if they have any concerns about child protection issues, which ensures that children are appropriately safeguarded in this respect.
- Strategies to gather information from parents and carers and keep them informed about their child's progress are suitably developed.

## 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 the playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and the nominated person of the provision.
- The inspector looked at children's assessment records, planning documentation and the complaints and safeguarding policy.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Justine Ellaway

## Full report

### Information about the setting

Whizz Kidds Playgroup was registered in 2003 and is on the Early Years Register. It operates from one room within Bells Lane Community Centre, in the Cinderhill area of Nottingham. The playgroup is managed by a committee. The playgroup serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The playgroup employs three members of childcare staff. All of these hold an appropriate early years qualification at level 3.

The playgroup opens Monday to Friday during term time. Sessions are from 1pm until 3.30pm, with a lunch club offered from 11.35am until 1pm. Children attend for a variety of sessions. There are currently three children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children.

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

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

- improve the way that information gathered through observations and assessment is used to plan activities that consistently takes into account children's interests to promote their enjoyment and are focused on an appropriate number of next steps to fully support their progress towards the early learning goals.

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

- develop the range of transition activities for children to fully prepare them for when they move onto other settings
- develop further opportunities for children to represent ideas and experiences through the effective organisation of role-play areas
- ensure messages about healthy eating are reinforced for children, through the provision of healthy lunch boxes.

## Inspection judgements

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

Staff provide reasonably effective support to promote children's learning and development. They are friendly and positive with the children, and as a result, make them feel welcome. Although staff practice is variable, all staff provide effective teaching to support children's independence, and as a result, children are confident in the environment and attempt to do things for themselves. For example, they choose what they play with and are encouraged to hang up their coat and bag when they arrive and get out their lunch to put in the fridge. This ensures that children are developing the skills that they need for future learning. There are a suitable range of activities across the seven areas of learning to provide variety. The information gathered through observations and assessment of children's progress is well organised and easy to follow. However, although the next steps of learning are appropriately identified, these are not prioritised. An unmanageable number of next steps are being supported at any one time, and therefore, teaching sometimes lacks focus. On occasion, staff do not make full use of information gathered about children's interests to plan activities in a way that children will find the most enjoyable. Staff have a suitable understanding of the requirements of the 'progress check at age two', to ensure that other professionals have the necessary information to arrange appropriate support if required.

Children enjoy using their imagination and will spend long periods of time in the role-play area. They pretend they are shopping and involve adults in their game. They demonstrate their effective communication skills, for example, during role play they explain what the shopkeeper said. Having gone to the shop for some milk, one child says that the shopkeeper 'hasn't got any milk but he has got sugar', and asks 'do you want some sugar?'. Teaching is reasonably effective as some staff chat to the children to extend their discussions and ask questions to prompt their thinking. However, on occasion, other staff acknowledge what children say and ask some questions, but do not extend their conversations fully. Children recognise their own name and are encouraged to write recognisable letters, showing control as they hold the pencil. They also are encouraged to make the sounds of the letters. Children enjoy playing on the computer and demonstrate confidence using the mouse. A child places their hand correctly on the mouse without having to look, and understands how to load a game. Teaching effectively supports these skills as the computer is available at all times and staff give instructions to guide children. They sit with children to encourage and support their participation.

Children are beginning to learn more complex mathematical skills, such as recognising three dimensional shapes through effective teaching. Staff hide the shapes to turn this into a fun game that children enjoy playing, and as a result, children want to play this again. However, teaching is not as effective in encouraging children to recognise numbers as this is not consistently supported. Staff gather useful information from parents and carers, about their child's stage of development in the key areas of learning, as the child starts. They also encourage parents and carers ongoing contributions through asking them to share any achievements. Where this information is provided, it is useful in evidencing what children can do. Parents and carers speak positively about the setting and the staff. They comment on how much their children enjoy attending and the progress that they have made. They are able to give specific examples of aspects of learning that they have seen improve as a result of attending the setting.

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

The key person system is effective in gathering information about children's needs. Staff ensure that parents and carers are aware of who their child's key person is, so that if they have any concerns they can discuss these. Parents and carers confirm that they feel staff are approachable. Children are given suitable support as they move and settle into the nursery. They have a lovely relationship with staff and show them the toys they have brought with them, which supports their feeling of security. Useful information is passed onto the next setting that children attend to support their learning and development as they move on. However, the setting is not fully supporting children's emotional well-being in preparation for the move. The teaching focuses on positively discussing children's observations of school and does not involve a full range of activities to emotionally prepare children for their move to school.

Teaching is effective in supporting children to understand right and wrong and develop positive relationships with others. Staff are very calm and relaxed. On the odd occasion that children mention something, such as another child is not sharing, this is well supported and nothing becomes of it. Children are very thoughtful and considerate, for example, they ask others if they want to join in with an activity and get out some resources. Staff are well deployed so that children's independence is effectively supported. Thereby, they can decide whether they can play indoors or outdoors regardless of what others are doing. The learning environment is suitably resourced and reasonably well laid out to support children's learning and development. A varied range of toys and resources are set out for when children arrive to make the environment welcoming. However, there is a slight imbalance in the allocation of space to different types of play within the room. A large amount of space is taken up with table top activities and this restricts the amount of space available for imaginative play.

Children's safety is not prioritised by staff in every respect, which does not underpin the feelings of safety and security that children display. However practical teaching is effectively organised so that clear and consistent explanations and reminders are given to children. For example, during a creative activity a member of staff shows a child how she is holding the scissors. She asks if she is holding them correctly and asks why she should hold them that way. Children's understanding of being healthy is reasonably well supported. Children are encouraged to go outside during the session and staff explain it is good for them to get some fresh air. The setting provides healthy snacks, such as fruit and drinks are always available. However, on occasion staff do not always remind parents and carers of the expectations for children's lunch box contents, to ensure that this is fully healthy.

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

The setting has failed to notify Ofsted of changes to the individuals who make up the registered body. The setting has been reminded of this requirement recently. However, due to a misunderstanding, they failed to take the appropriate action. This compromises children's safety and well-being. Staff demonstrate a suitable understanding of what they

will do if they have any concerns about child protection issues. This ensures that children's safety is promoted in this aspect of safeguarding. Procedures to establish the suitability of staff at the time of appointment meet the requirements. A record is maintained of the Disclosure and Barring Service check and volunteers are supervised at all times. The premises and equipment are well maintained, and therefore, promote children's safety.

Systems to induct new staff are effective in ensuring that they understand their role and responsibilities. Systems to manage the effectiveness of staff through supervision and appraisal are suitably developed. The manager has regular informal discussions with staff and is unafraid to discuss areas for improvement. The setting ensures that staff undertake training that they consider to be essential, such as first aid and safeguarding. Some additional training is sought, and where this is undertaken it is beginning to have a positive impact. For example, through attending training on tracking children's progress, the setting is much more effective at quickly identifying gaps in children's learning and development. A detailed planning sheet enables staff to ensure that the areas of learning are given equal attention to provide a varied range of activities. Self-evaluation is detailed and provides details of relevant targets for improvement that will benefit the children who attend. Careful consideration is given to gathering specific feedback from parents and carers. For example, the manager prepares a questionnaire on how parents and carers prefer to communicate, to gather their thoughts on this. This is to develop the partnership with parents and carers to strengthen the consistent support children receive.

Partnerships with other settings that children may attend, at the same time as this setting, are given suitable consideration. The manager has devised a useful form to log all contact, and information shared, to ensure a consistent approach. Suitable consideration is given to partnership working with parents and carers and other agencies, as well as seeking guidance from the local authority, to support children who have special educational needs and/or disabilities. Partnership working with parents and carers is effectively supported from the time the child starts at the setting. An induction meeting provides parents and carers with information about the running of the setting. Staff share information on a daily basis through conversations at arrival and departure times, and regularly send out newsletters about forthcoming events.

## 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>	254676
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	937272
<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>	20
<b>Number of children on roll</b>	3
<b>Name of provider</b>	Cinder Hill Community Association Committee
<b>Date of previous inspection</b>	24/06/2009
<b>Telephone number</b>	01159157605

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## Type of provision

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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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