

# Woodhouse Community Playgroup

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

<b>Inspection date</b>	20/12/2013
Previous inspection date	19/09/2013

<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

- Children demonstrate characteristics of effective learning, such as motivation. This is because resources arouse children's curiosity and encourage them to find ways to solve problems.
- Effective partnership working with parents means there is continuity of learning between the playgroup and home, which contributes to the good progress children make.
- Children's personal, social and emotional development is promoted well, as they are learning to make relationships, which develops their self-confidence and self-awareness.
- Children are safeguarded because the management team and practitioners have a good understanding of their role and responsibilities for child protection.

### It is not yet outstanding because

- Occasionally, there are fewer opportunities in the outside area for children to learn about words, numerals and shapes to enhance their very good learning even further.

## 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 main playrooms and the outdoor area.
- The inspector spoke with the manager, children and practitioners at appropriate times throughout the inspection.  
The inspector checked evidence of practitioners' suitability, training certificates, policies and procedures, risk assessments and the playgroup's self-evaluation documents.
- The inspector spoke with parents to gain their views on the quality of the provision.

## Inspector

Jane Tucker

## Full report

### Information about the setting

Woodhouse Community Playgroup was registered in 2003 and is on the Early Years Register. It operates from a pre-fabricated building, which is situated within the grounds of Brunswick Primary School, in the Woodhouse area of Sheffield. The playgroup serves the local area and is accessible to all children. There is an area available for outdoor play.

The playgroup employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 5 and one is unqualified.

The playgroup opens Monday to Friday during term time only. Sessions are from 9am until 1pm. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- enhance the outdoor environment so it is even richer in print and display numerals and shapes in purposeful contexts so children's learning is promoted towards excellence.

## Inspection judgements

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

Children learn, discover and make good progress in relation to their starting points in this vibrant playgroup, because they are doing things they enjoy. Practitioners support an emergent curriculum where children are provided with opportunities to make choices and begin to take increasing responsibility for their learning. In addition, practitioners balance plans to introduce particular content with related topics that arise from children's interests. For example, displays about planets and space show how children have used creative resources to reflect their interests and learning about the world. Practitioners carefully monitor children's progress using effective observation and assessment systems. This ensures children are gaining a good range of skills to support their future learning, for example, when they move onto school.

Children approach activities confidently and demonstrate how they can think critically, as they find ways to solve problems. For example, one younger child shows an awareness of similarities of shapes as the child attempts, sometimes successfully to put squares, circles and triangles in the correct position. The child demonstrates high levels of concentration as they persist even when the child puts the shape in the wrong place, showing motivation

and active learning. Younger and older children work together and show they can share and take turns as they play a matching game. A practitioner supports younger children to find the same picture and offers helpful instruction to help them meet their goal. Older children show an early interest in literacy and reading, as they turn the pages and hold books the correct way up. This shows their ability to understand that print carries meaning. Practitioners display many signs, words, shapes and numerals in the indoor environment to allow children to focus on print and make connections in their learning. However, there are fewer opportunities outdoors for children to see as many rich and varied words. Older children show increasing control and coordination in large and small movements, as they collaborate in throwing and kicking a ball outdoors. Children of all ages demonstrate their listening and attention skills. They join in with favourite Christmas songs and rhymes and move their whole bodies to the music they can hear.

The playgroup places a strong emphasis on working in partnership with parents. The strong induction plan for all new children fosters good communication links with parents and involves them in their children's learning and development from the start. Parents contribute to children's initial assessments on entry and continue to share information about their children's learning at home. In addition, the completion of the progress check at age two allows parents to have a more in-depth knowledge about their children's achievements and progress over time. This shared approach to children's learning and development contributes to the good progress children make and demonstrates a continuity of learning between home and the playgroup.

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

Practitioners promote children's self-confidence and self-awareness from the start. This is because they allow children to choose who they would like their key person to be. Consequently, children develop a sense of self, as they learn to form secure emotional attachments with a special person. This promotes their personal, social and emotional development, as they demonstrate their early understanding of making relationships. Practitioners gather very good information from parents about their child's emotional well-being and care practices. This, together with pre-starting visits and flexible settling-in sessions, helps children to make a smooth transition between home and the playgroup. Children demonstrate that they are happy to be at the playgroup, as they play cooperatively with their friends and use their imagination. For example, two children use available resources to support their own excursions into imaginary worlds, as one of them becomes a 'fireman' and one a 'princess'. This demonstrates their early understanding of expressive arts and design, as they show their ability to use resources to make simple representations of their own ideas about people.

Good levels of practitioner supervision ensure children learn consistent boundaries for their behaviour. Agreed procedures outlining how practitioners will respond to children's behaviour are shared with parents, ensuring an accurate two-way exchange of information. Consequently, children who sometimes display feelings of anger or frustration are supported well to understand how their actions may affect others. Meal times are sociable occasions and children are learning to be independent in their every day task. For example, at snack time children pour their own drinks and tidy away their own plate and

cup. Older children are observed to say 'please' and 'thank you' to their peers and practitioners remind younger children, as they ask 'What is the magic word?' Practitioners promote children's understanding of a healthy diet and lifestyle. For example, children have opportunities to taste different fruits and talk about which country they come from. This promotes their early understanding of the world, as they use a world map to indicate which fruit comes from which country.

Practitioners ensure good hygiene practices keep children safe and healthy. For example, good nappy changing procedures are followed and children are learning the importance of washing their hands before snack time and after going to the toilet. Practitioners encourage children to be aware of their own safety, as they take part in daily risk assessments. For example, practitioners 'think out loud' to raise discussion between children and encourage them to find solutions to potential hazards. This allows children to learn to identify risks and take sensible action to keep them safe. Children have access to daily fresh air and take part in a range of activities to promote their physical development. For instance, they climb apparatus and use wheeled toys to promote their large muscle development. Children are well prepared for their next stage in learning because practitioners provide opportunities for children to meet their new teachers. This helps children to know what to expect and emotionally prepares them for their move into school.

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

The management team and practitioners have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The designated officers clearly understand the local safeguarding procedures and their accountability for liaison with Ofsted and local statutory agencies. Practitioners attend relevant training, and know how to identify and report any possible signs of abuse and neglect, at the earliest opportunity to protect children in their care. Safeguarding policies and procedures include the procedure to be followed in the event of an allegation being made against a member of staff. Furthermore, they include the use of mobile phones and cameras in the playgroup, to protect children from their potential misuse. Robust recruitment procedures are in place and the management team and committee ensure that practitioners have the appropriate skills and qualifications, to fulfill the requirements of their role. All practitioners are vetted and Disclosure and Barring Service checks are completed to help guarantee children's safety. Risk assessments are conducted on areas used by children and reasonable steps are taken to minimise hazards, to keep children safe and well. Fire evacuation procedures are displayed around the nursery and fire detection control equipment, such as fire extinguishers and smoke detectors are checked regularly. This helps to ensure they are in good working order to keep children safe.

Effective tracking and monitoring systems help to ensure that children have access to a broad range of experiences that cover the seven areas of learning. Practitioners are knowledgeable and have a good understanding of the learning and development requirements. Therefore, children's assessment records display an accurate understanding

of their skills, abilities and progress. As a result, children with identified needs are supported well with appropriate intervention, to help ensure that they reach their expected levels of development. The practice and performance of practitioners is effectively monitored, and they are appropriately qualified for their roles. Annual appraisals and regular supervisions are undertaken, which help to identify professional development and training needs. Practitioners are motivated to develop their knowledge and understanding of childcare, as they continue to expand their skills through ongoing training.

Self-evaluation effectively takes into account the views of parents, children and practitioners, and recognises strengths and weaknesses. The drive for improvement is identified by a clear improvement plan that supports children's achievements over time. Partnerships with parents are strong and good working relationships have been developed. Parents spoken to on the day of the inspection talk positively about the playgroup and feel that practitioners keep them well informed about their children's learning and development. The playgroup also has good links with other professionals, such as, teachers from the local schools, health visitors, speech and language therapists and the local authority's inclusion service. Consequently, these strong partnerships contribute to meeting children's needs, as practitioners share mutual support and ideas for best practice, to ensure no child is disadvantaged.

## 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>	EY276982
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	945629
<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>	30
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Woodhouse Community Playgroup Committee
<b>Date of previous inspection</b>	19/09/2013
<b>Telephone number</b>	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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