

Woodcross & Manor Playgroup and Breakfast Club

Woodcross Community Centre, Ettingshall Road, Woodcross, BILSTON, West Midlands, WV14 9UQ

Inspection date	10/01/2014
Previous inspection date	11/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 provide interesting and challenging experiences that meet the needs of children. The major part of practice is based on a secure knowledge and understanding of how to implement the Early Years Foundation Stage.
- The children are provided with good quality toys and equipment appropriate to their age and stage of development. They are eager to join in and show interest in what is available in a stimulating and warm atmosphere.
- Effective partnerships with parents and teachers at the local schools have been established to ensure children's individual needs are well supported.
- Arrangements for safeguarding children are strong and well embedded, so that children are protected from harm or neglect. The staff create a welcoming, safe and secure environment.

It is not yet outstanding because

- Opportunities for children to advance their knowledge of mathematics have not been fully embraced, as staff do not always support children's thinking in respect of comparing different sizes and solving number problems, which involve adding and taking away.

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 observed activities in the main playroom and the garden.
- The inspector held a meeting with the managers of the setting.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jasvinder Kaur

Full report

Information about the setting

Woodcross & Manor Playgroup has been registered since 1984 with the addition of the breakfast club in 2002. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting operates from two rooms in Manor Primary School, in Wolverhampton. There is an enclosed area available for outdoor play. The setting serves the local and wider surrounding areas.

There are currently 24 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. The pre-school sessions operate Monday to Friday, term time only from 9am to 11.30am. The breakfast club sessions operate each weekday, from 7.30am to 8.45am during term time.

There are seven members of staff who work with the children, three of whom have early years qualifications at level 3 in early years and two staff hold a qualification at level 2 in early years. The setting is a member of the Preschool Learning Alliance.

What the setting needs to do to improve further

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

- increase opportunities to further support children's thinking in respect of comparing different sizes and solving number problems, which involve adding and taking away.

Inspection judgements

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

Staff have a good understanding of implementing the Early Years Foundation Stage. A good range of planned, purposeful play and exploration for all children plays a key role in supporting and extending children's learning and development. Regular observations and assessment of what the children do and like are used effectively for their next steps. All adults are deployed very well to support children's learning and their care needs. One-to-one interaction, small group activities and an effective key worker system result in staff knowing the children well and planning a varied range of experiences to meet their individual needs. Parents contribute to initial assessments of their children's starting points and are kept well informed about their children's achievements and progress through regular feedback. This helps parents to support their children's learning at home. Staff provide good support in preparing children for transition to other providers or to the nursery in the on-site school.

Staff engage with the children, involving them in conversation and promoting their language and communication abilities well. Children are, therefore, supported in extending

their vocabulary by sharing their thoughts and experiences throughout the session. During group activities, children show good listening skills and respond enthusiastically to their names for the morning register, while talking about the weather or listening to rhymes and stories. Staff provide a good range of resources for children to build secure foundations for early literacy through having good opportunities to make marks, interpret symbols and recognise their own written names. Circle time is used well to help more able children recognise familiar words, such as days of the week, and link sounds and letters. A good assortment of colouring materials and a selection of resources are supplied to help children explore and develop their creativity. Staff provide a range of musical instruments, textures and sensory experiences, including play dough, paint, sand and water, to support children's skills.

Staff provide suitable opportunities for children to develop their understanding of shape, space and measure through daily routines and relevant activities. During play, children are encouraged to count objects and toys or other children in a group. However, staff do not always extend children's learning by taking advantage of opportunities to compare different sizes or solve number problems which involve adding or taking away. Staff do provide a wide selection of resources and good opportunities for children to familiarise themselves with information and communication technology, including a variety of mini-computers. First-hand experiences, such as growing flowers, observing the weather and learning about birds and animals, enhance children's knowledge of the natural world. This is further promoted by arranging trips to a zoo and inviting visitors to the setting to help children learn about road safety and traffic. Staff encourage positive, open discussion about people's similarities and differences and children take part in and celebrate a range of cultural festivals throughout the year. While celebrating Diwali, they make Rangoli patterns and taste oriental foods.

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

Staff promote children's personal, social and emotional development very well. Children are happy and confident, with a positive attitude to learning. They interact enthusiastically with staff, who spend time talking to and playing with them. A successful partnership with parents and the key person system ensure all staff use effective, targeted strategies and interventions that support learning and match all children's individual needs. Therefore, children develop secure relationships with staff and enjoy their active involvement in play. Staff provide good support to prepare children for transition to other providers and the on-site nursery. They read relevant stories, provide reassurance and take children to visit their new nursery.

Staff encourage the children to initiate their own play within the setting. Children are fully aware of what equipment is available and ask staff for help in setting up activities. Children play independently and with their peers and show respect as they share and take turns. For example, they work well together to complete a large jigsaw of a helicopter or construct a large car track. Celebrating their birthdays and displaying their artwork boost children's self-esteem. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised, and their efforts are acknowledged appropriately. Children are familiar with the daily

routines and look forward to joining in singing and story sessions and walk in line to play outside. Children select and choose their own activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys. Children learn how to keep themselves safe through staff guidance and relevant activities, which include the theme of 'people who help us'.

Children's health and well-being is a priority, as the staff emphasise the benefits of daily outdoor play and indoor physical activities. Children enjoy being in the fresh air and taking part in a range of play opportunities. Access to an inviting outdoor play area provides a balanced and broad range of opportunities in physical development. For example, ball games, riding bikes, climbing, running or racing with peers and staff members. Children show increasing dexterity in handling objects and equipment and in using tools for making marks. They develop self-care skills, for instance, putting on their own jackets before going out in the garden, attending to toileting needs and making healthy choices at snack times. They all enjoy toast and milk or water. Staff support children well so they understand the importance of basic personal hygiene. They all wash their hands before they eat and after using the toilet.

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

Staff have a clear knowledge of safeguarding issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times. They are also familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Relevant policies and procedures are updated in line with current requirements of safeguarding children. Systematic recruitment and vetting procedures, including the successful induction of students and new staff, ensure that children are safe. The security of the premises throughout is well maintained. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas.

The manager is motivated to enhance practice through collating the views of staff, children and parents in order to identify areas for further improvement. Staff receive ongoing support from the local authority to review the educational programme, in order to ensure a broad range of experiences are provided to help children make progress towards the early learning goals. Regular appraisals ensure practice is monitored and under-performance is tackled effectively to enable staff to build on their practice. There is a clear improvement plan to improve the quality and standard of education and aspects of care. Good progress has been made since the last inspection and all the recommendations raised have been fully addressed. Policies and procedures are under continual review and the required documentation is effectively maintained.

The partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. The setting's association with the school and the local authority, as well as other professionals, allows them to seek advice to ensure children get the support they need. Staff encourage parents to take an active part in their children's learning through daily feedback, questionnaires and sharing children's

learning journals on a regular basis. They also encourage parents to participate in themed projects and share their children's achievements at home and they invite them to the setting to observe staff teaching practice and their children's play. This encourages parents to be dynamically involved in extending their children's learning at home through play. Parents speak highly of the service and regard the playgroup's environment as 'very welcoming' and the staff as 'very friendly and supportive'. They appreciate how well staff helped their children to settle-in when they first joined the playgroup. An open-door policy encourages parents to convey their views and preferences as and when they wish.

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	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

Unique reference number	224923
Local authority	Wolverhampton
Inspection number	870646
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	Christine Wendy Fellows
Date of previous inspection	11/11/2009
Telephone number	01902 552405

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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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