

Whizz Kidds Playgroup

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

Inspection date	06/05/2014
Previous inspection date	14/11/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 requires improvement

- Children are well safeguarded. This is because staff are knowledgeable about their role and responsibility to keep children safe and secure.
- Children's behaviour is good because staff consistently provide age-appropriate ways to support positive behaviour. As a result, children are confident in the setting and know what is expected of them.
- Parents speak highly of the playgroup and staff work well with other agencies to support the needs of all the children.

It is not yet good because

- The quality of teaching is not always sufficiently focused to fully challenge children's learning and to encourage them to think and extend their skills. Therefore, children's learning and development is not always promoted.
- Children experience variable teaching because the manager does not consistently monitor the effectiveness of teaching to identify where training or support is needed.
- Staff do not always make the best use of resources to provide good learning experiences for all children.

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 children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the staff and manager at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Dawn Larkin

Full report

Information about the setting

Whizz Kidds Playgroup was registered in 1993 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. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The playgroup employs two members of childcare staff, both of whom hold an appropriate early years qualification at level 3. The playgroup opens Monday to Friday during term time. Sessions are from 12.30pm until 3.30pm, with a lunch club offered from 11.35am until 12.30pm. Children attend for a variety of sessions. There are currently 12 children on roll who are in the early years age range. The playgroup provides funded early education for three-and four-year-olds. It supports 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:

- provide further challenging experiences for all children by improving the consistent use of appropriate teaching strategies so that they develop their critical thinking skills across a range of challenging activities.

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

- extend the monitoring of staff performance by observing them in practice to assess the effectiveness of their teaching and provide the necessary support to strengthen the quality of this where a weakness is identified
- improve the use of resources so that all children are provided with good quality learning experiences to keep them motivated and engaged.

Inspection judgements

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

Children make steady progress in their learning and are developing the skills they need to help with the next steps in their development. Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They have an awareness of the ways in which children learn best and provide them with some opportunities to explore, investigate and to learn through first-hand experiences. Children enjoy attending playgroup and are involved in learning through playing and exploring. For

example, hunting for minibeasts in the outdoor area. Staff complete detailed learning journey records for each child. These contain information on entry from parents, observations, next steps for learning and photographs as evidence of children's progress. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning and interests at home. Daily communication between staff and parents ensures they are informed about what their children have been learning while at playgroup. Children with special educational needs and/or disabilities are well supported as staff work closely with outside agencies to identify and meet their needs.

Staff use their knowledge of children's interests and next steps for learning to plan suitable experiences for children. They join in children's play and generally offer some good support and encouragement in most cases. For example, when children are attempting to sound out words when writing, staff support them by modelling how to segment a word. They are then confident to attempt this and correctly write some simple words. This suitably supports children's literacy skills. However, there is some inconsistency in the quality of teaching because staff are not always sufficiently focused on how children need to learn and the best way of extending their learning. When children are playing with cars or with the marble run, staff do not extend the children's understanding or thinking because they do not ask open-ended questions. Children are not always encouraged to solve problems in their play and to talk about what they are doing or trying to achieve. Sometimes they are not fully challenged through questions that encourage them to think creatively and critically. Activities do not always extend children's learning, for example, older children quickly complete simple shape jigsaws and are able to name the shapes. As a result, children make satisfactory rather than good progress.

Children make decisions for themselves and are becoming independent learners because they can self-select from a wide range of activities across all areas of learning. Staff encourage them to make their own choices about planned activities through the use of photo cards, ensuring all children are involved in this decision-making process. Children are developing an interest in books because staff provide them with a good range of books. They enjoy reading stories together about starting school. Making marks and early writing are promoted well throughout the playgroup as children are given many opportunities to record and practise these skills, both inside and outside. For example painting, sticks in the sand, water and paintbrushes and a range of writing materials. As a result, children are obtaining most of the skills, attitudes and dispositions they need to be ready for school. Children are given opportunities to develop their physical skills and enjoy jumping off milk crates and seeing how far they can jump. Children's use of technology is encouraged through access to a computer. Daily access to the outdoor area ensures the children are developing an understanding of the world around them as they learn about creatures in their environment and how to care for them.

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

Children share warm relationships with the approachable and friendly staff. They settle well because staff find out information from parents about their child before they start at the playgroup. This ensures all children's needs are known and suitably met. The generally

good key person system contributes towards children's feelings of security and well-being because the move from home to playgroup is managed well. Children develop a real sense of belonging. They enjoy looking at photographs and remembering previous experiences when they show visitors their learning journey records. Staff have created an environment that is safe, welcoming and adequately resourced. However, on occasions, staff do not make the best use of resources to provide challenge for children in their play and learning. For example, staff set up a marble run and place a box on the floor to catch the marbles. This does not motivate children to become deeply involved in the activity because once they see the marble follow the route there is a lack of sufficient challenge to the activity. This results in children becoming disengaged in the activity and wandering off to look for something else to play with and motivate them.

Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is generally good as staff share consistent expectations and act as effective role models themselves. Staff consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence. Children are given clear boundaries and staff explain to them why their behaviour is unacceptable and the impact it could have on themselves and others. Complying with these expectations means children enjoy their playgroup experiences and have some emerging skills to underpin their eventual transition on to school. Staff have worked hard since the last inspection to support children's move to school. Children become familiar with their new setting because staff have made available school uniforms in the role play area and created photo books about their new school. Links with the local school are improving and staff have lots of conversations with children about their move on to school.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Healthy eating is promoted well within the playgroup because staff support families to provide their children with healthy lunches. Children learn about healthy choices through role play and food lotto games. In addition, staff are good role models and eat their healthy lunches with the children, talking to them about healthy choices. Children are learning about good hygiene routines and know they must wash their hands before eating and after visiting the toilet. All children participate in regular fire drills, which supports their growing awareness of how to keep themselves safe. Staff communicate well with each other during the day to ensure that there is safe supervision of the children, both indoors and outdoors.

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

The management team and staff have a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and appropriate records are kept. They understand the policies and procedures for safeguarding children and are clear regarding their roles and responsibilities to ensure children are protected and kept safe. Appropriate recruitment and vetting procedures ensure all staff are suitable to work with young children. All visitors are asked to sign in and out of the setting, and there is a key pad system on the door to the playgroup to ensure the children's safety. Therefore,

children are cared for in a safe and secure environment as staff complete suitable risk assessments and daily checks.

Staff have a suitable knowledge of how children learn and they generally plan appropriate experiences for them. The management team monitors the progress of the children and the educational programmes. This is completed through staff meetings, observations and tracking of the children's achievements. As a result, the children are making steady progress in their expected levels of learning. However, the monitoring of the effectiveness of the quality of teaching is not fully robust. Staff performance is less well monitored by observing them in practice to assess the effectiveness of their teaching. This results in staff not being provided with the necessary support to strengthen the quality of their teaching. Consequently, learning opportunities sometimes lack challenge and resources are not always engaging to support children's learning and development. There have been some good improvements made since the last inspection and subsequent monitoring visit, and all actions and requirements have been embedded. For example, staff have streamlined children's next steps in learning to effectively plan activities that encompass their interests and support them to make steady progress.

Partnership working with other professionals is well established and this ensures that children's specific needs are assessed and that appropriate support is given over time. The playgroup has suitable relationships with parents and shares with them their child's achievements and progress. Parents are provided with information to support their child's learning at home and are kept informed through a notice board and verbal communications. Children's and parents' views are sought to help support and develop the provision.

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	254676
Local authority	Nottingham City
Inspection number	963038
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	12
Name of provider	Cinder Hill Community Association Committee
Date of previous inspection	14/11/2013
Telephone number	01159157605

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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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