

Wanborough Playgroup

St Andrews Village Hall, Lower Wanborough, High Street, Wanborough, Swindon, Wiltshire, SN4 0AD

Inspection date	15/10/2014
Previous inspection date	27/02/2009

The quality and standards of the early years provision	This inspection:	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 support children's social and emotional development. Staff are warm and caring so that children feel secure and gain confidence to explore their surroundings.
- Staff effectively assess the children's development. This ensures children have the best opportunities to progress taking account of their starting points.
- Staff promote children's communication and language skills well. This encourages children to join in discussions and confidently share their knowledge, ideas and views.
- Staff work well as a team and have a good understanding of the Early Years Foundation Stage. This enables them to provide a safe and stimulating learning environment for children.

It is not yet outstanding because

- Staff do not make full use of the outdoor play area across all seasons to support individual children's learning preferences and to promote children's all-round development.
- Systems of gathering information from parents are not fully developed, to support planning of children's learning from the start, and to inform the playgroup's improvement plan.

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 and the quality of teaching.
- The inspector sampled children's assessment records and planning documentation.
The inspector assessed staff suitability and qualifications, and management's
- knowledge and understanding of the requirements of the Early Years Foundation Stage.
- The inspector took account of the views of parents spoken to on the day of the inspection and of the provider's self-evaluation.
- The inspector talked with staff and children.

Inspector

Gina Chamberlain

Full report

Information about the setting

Wanborough Playgroup registered in 1973. It is located in Wanborough Village Hall and serves the local community and nearby towns. The playgroup is managed by a voluntary committee and is a registered charity. The playgroup receives funding for the provision of free early education for three- and four-year-old children. Children use a large hall with ready access to an outdoor play area. The playgroup opens each weekday during school term time. Sessions run from 9am to 1pm daily with optional lunch, except for Wednesdays when it is open from 9am to 12 noon. The playgroup is registered on the Early Years Register. There are currently 18 children on roll. The playgroup has six staff, all of whom hold relevant early years qualifications at Level 3 or above. One member of staff holds a relevant qualification at level 4.

What the setting needs to do to improve further

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

- extend the use of the outdoor learning environment throughout the year, to support those children who prefer to play outside, and to promote all areas of learning and development
- strengthen systems of information collected from parents; to inform staff of children's skills and abilities when they first start; and to inform the playgroup's self-evaluation.

Inspection judgements

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

Children enjoy their time at the playgroup demonstrating they are confident and enthusiastic learners. Staff undertake initial assessments of children when they first begin playgroup to include information about children's strengths, abilities and areas for development. However, they do not gather details from parents about children's skills and abilities at the start to fully inform children's initial assessments. This hinders staff ability to plan for each child effectively from the outset.

Staff complete ongoing observations of children during play and activities using the information effectively to inform planning of children's next steps in learning. They identify gaps in learning and development effectively due to efficient monitoring systems. This gives children the individual support they need to make good progress toward their early learning goals. Staff record children's progress in personal folders that contain photographs and examples of children's work. Parents are able to view these folders at

any time and discuss their children's development in further detail at parents' evenings.

Children are confident communicators who happily chat with adults and their friends. They demonstrate good listening skills during group activities. For example, children listen to instructions about when to play music loudly and softly, prompted by a stop and go sign. Children enthusiastically shook their instruments as they explored the different sounds they made, laughing as the noise became louder. Staff support language development well. They ask children lots of skilful questions to encourage them to think, and share their ideas and views. During role-play activities staff interact positively increasing the children's learning through their involvement. Children share ideas with one another developing social skills as they work together to find contents for their pretend sandwich. The learning environment is rich in print. Children have the opportunity to read a good range of story and reference books, which supports their early reading and literacy skills. They enjoy group story time and sit comfortably on beanbags to listen while staff read their favourite books. Staff provide lots of opportunities for children to learn to recognise their own name. For example, children put their coats and bags on their named pegs, and place their name on the snack board. Children learn good mathematical skills as they count the number of children present during circle time. They take it in turns to count the girls and the boys, and then find the matching number on the wall. As a result, children are learning to count and recognise numbers.

Staff provide children with daily opportunities to explore their creativity. Children can access the art and craft table independently where they experiment by making marks with colours. They dutifully place their pictures onto the drying rack by themselves, before moving on to another activity. Staff successfully provide lots of experiences that prepare children for their future learning and the move to other settings. For example, older children participate in many group activities and these teach them to share and take turns in play and conversation.

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

Children have warm, secure bonds with staff and settle well in this welcoming playgroup. There is a relaxed and happy atmosphere in the playgroup. The staff are warm and approachable which promotes children's emotional well-being. Consequently, children are confident in their surroundings developing a sense of belonging. Many of the children are developing friendships with their peers and good relationships are evident between staff and children.

Staff make effective use of the indoor play space and organise resources so children are able to make independent choices. Children have access to a spacious outdoor play area that is well equipped with toys, such as scooters, bikes, balls and cars. However, staff do not use this area to its full potential during the autumn and winter months. This does not support children's all-round development or those children who prefer to play and learn outside. Staff promote children's self-care skills well. They provide plenty of opportunities for children to do some things for themselves. For example, staff encourage children to wipe their own nose and go to the toilet independently. Children have the

opportunity to manage their own snack time where staff provide them with healthy options such as fruit. Children have milk or water to drink and enjoy the social aspects of sitting with their friends while they eat. Staff teach children how to be healthy. Consequently, children understand the importance of washing their hands before meals and after using the toilet. Staff teach children how to keep themselves safe from harm by reminding them to be careful during play. For example, staff ask children running indoors to remember their, 'Walking feet'. Staff and children are involved in regular fire drills where children learn how to evacuate the building safely in an emergency.

Staff are good role models. They ensure that the children quickly learn about behaviour expectations through well-organised routines. For example, children understand it is time to tidy away when staff ring the bell. Staff support children's move to school well. The playgroup has close links with local schools in the area. For example, teachers and Reception children visit to watch the playgroup children in their Christmas show. Staff help children to prepare for their move by talking with them about going to school and taking them to visit their new schools.

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

The manager and staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff ensure the premises are safe and well maintained at all times. Staff maintain the required adult-to-child ratios and seek identification from visitors to the playgroup. Staff undertake training in safeguarding to secure their knowledge of the signs and symptoms that may indicate a child is at risk. They have a good understanding of how to implement the safeguarding policy and procedures, to secure the children's safety and welfare. A robust recruitment system ensures the suitability of all staff to work with children. Induction procedures ensure staff are fully aware of their responsibilities with regard to the supervision of the children in their care. Staff inform parents about policies and procedures at the start. This means that parents are aware of how staff organise the playgroup to keep their children safe.

The manager monitors the educational programmes effectively. She reviews children's learning journals to ensure staff plan effectively to maximise children's progress. The playgroup has good partnerships with other childcare settings and good communication ensure staff identify gaps in children's learning and development quickly. This supports staff to provide children with any additional support required to ensure children fulfil their potential. Staff work very well as a team. They are well motivated and continually focus on improvements in the provision so that children continue to receive good quality care and learning. The manager carries out regular staff supervisions, which help them to enhance their skills and focus on areas for development. The manager values the input of staff when making evaluations about the effectiveness of the provision. They assess aspects of their practice and consider as a team how to make improvements. However, the manager does not actively seek the views of parents when evaluating the practice. This means not all considerations for improvements for the playgroup are consistently well informed. Nevertheless, parents speak highly of the staff and the service they receive. They feel they

are welcoming, approachable and listen to any issues they may raise. They state that their children are happy and settled, and they are pleased with the progress that their children are making.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	109096
Local authority	Swindon
Inspection number	839572
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	18
Name of provider	Wanborough Playgroup Committee
Date of previous inspection	27/02/2009
Telephone number	07762 341132

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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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