

Wallbridge Playgroup

Woodcroft County First School, Wallbridge Drive, Leek, Staffordshire, ST13 8JG

Inspection date

21/11/2014

Previous inspection date

24/05/2011

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

- The quality of teaching is good because staff plan and provide interesting activities to support children's next steps in learning and their developing interests. As a result, children are motivated learners, who are well prepared for their next stage in learning.
- Staff ensure that children are safe and secure through their very good knowledge of safeguarding and implementation of policies and procedures, which promote children's health, safety and well-being.
- Management and staff work together as a team to evaluate the provision and to identify areas for further development. This ensures that the playgroup practices are of a good quality and that continuous improvement opportunities are in place, to move the provision forward.
- Effective partnerships and information sharing with schools are in place. This supports children to transfer smoothly and promotes continuity of learning.

It is not yet outstanding because

- Children are not able to freely access a range of creative resources, to support their further development in expressive arts and design.
- Opportunities to strengthen and increase the information provided to parents, to help them better support their child's learning at home, are not fully maximised.

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 interactions between staff and children in the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the Early Years Professional.
- The inspector held meetings with the manager of the provision and spoke with staff and children throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the playgroup's own parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

Wallbridge Playgroup was registered in 2005 and is on the Early Years Register. It is situated within Woodcroft County First School in the Leek area of Staffordshire, and is managed by a committee. The playgroup serves the local area and is accessible to all children. It operates from a classroom within the school and there is an enclosed area available for outdoor play. The playgroup employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 to level 6, including one with Early Years Professional status. The playgroup opens Monday to Friday, during term time. Sessions are from 9am until 3.15pm. Children attend for a variety of sessions. There are currently 47 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enhance the creative area to enable children to freely select a range of resources and be spontaneously creative, to support their good development in expressive arts and design further still
- strengthen the existing good partnerships with parents through developing information sharing on activities their children have been engaged in, to enable parents to further support learning at home, for example, through the provision of a daily information board, which parents can view at collection times.

Inspection judgements

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

Staff plan a wide range of interesting and challenging activities and opportunities for the children. They use these to support children's next steps in learning, identified through regular observations and assessments of children's progress. There is a good balance of adult-led activities and spontaneous child-choice opportunities. This enables staff to teach the children new ideas or concepts, which children can then develop further through their play. The quality of teaching throughout the sessions is very good, and some is outstanding. For example, staff plan an activity to develop children's understanding of patterns and symmetry. The children are full of awe and wonder, as they watch a film on the computer of interesting sea creatures. They discuss the different colours and patterns and how some of these creatures blend into their surroundings. This prompts a discussion on why these creatures may need to hide, so that they do not get eaten by a larger predator. Children's learning is, therefore, enhanced further through the introduction of

camouflage as a new concept. Staff encourage the children to look at their own clothing, from which they identify lots of different patterns, such as spots, stripes and checks. Staff then invite the children to explore symmetry through reproducing patterns on sheets, which have an animal print on half of them. Some children reproduce patterns, using fine, controlled movements, whereas others enjoy spreading the finger paints over the whole of their picture. Staff appreciate that the children are at different stages of development and enable them to freely express themselves. They know when it is appropriate to intervene to extend children's understanding and when to allow children to explore for themselves. This results in children being highly motivated learners who make very good progress in all areas of their learning.

Staff encourage children to develop their mathematical skills, as they use lots of opportunities to count with them throughout the sessions. For example, they count the number of children together before they go outside to play and before they come back inside again. Literacy skills are equally well supported indoors and outdoors. For example, when children build towers with blocks which have letters on them, staff ask them to identify any letters that are in their name. Children are encouraged to recognise their name on their coat pegs and on name cards at snack times. Outdoors, children identify letters and numbers from the playground markings. Resources, which enable children to draw and write, are available at all times for them to use freely. Staff develop children's language and communication skills very well. They extend their vocabulary and encourage them to develop their thinking skills through asking open-ended questions. As a result, children are very well prepared for the next stage in learning, such as school. Children are highly imaginative as they develop their role play. They have tea parties with teddies and their friends and go 'shopping', pretending that items represent those that they wish to 'buy'. While playing with a floor puzzle of the solar system, staff support the children to identify the different planets. They talk about the different features of the planets and the children laugh as they invent their own names, such as 'planet bong'. However, opportunities for children to be spontaneously creative are not fully supported, to enable them to freely select a wider range of resources, to enhance their good development in expressive arts and design further still.

Each child has their own learning journal, which includes observations and assessments of their progress. Parents can view these at any time or during parents' evenings, where their children's progress is discussed. They report that they are very happy with the progress that their children have made, particularly in areas, such as sharing and making relationships. Parents contribute initial information regarding their child's learning and development on entry, and this is used by staff to complete baseline assessments and to support children to settle into the playgroup. Staff also complete the required progress check for children between the ages of two and three years, where appropriate. Parents are invited into the playgroup for annual sports days and concerts at Christmas. They receive regular newsletters and can access further information from the playgroup's website. However, there is scope to strengthen the existing good partnerships with parents, through developing information sharing on activities their children have been engaged in. This is to enable parents to further support their children's learning at home.

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

Children are happy and confident in this welcoming playgroup. This is because the key-person system in place enables staff and children to develop positive relationships during their settling-in sessions. Staff liaise closely with parents during these initial visits to gather information with regard to their child's individual needs and care routines. This means that staff can ensure that each child's unique needs continue to be met when the child starts to attend. Staff give children reassuring smiles and lots of positive praise. This helps children feel safe and secure and develop a sense of belonging. Children's emotional well-being is equally well supported when the time comes for them to move on to school. This is because staff liaise with the children's teachers through inviting them to meet the children in the playgroup. They also share a summary of children's progress in all areas of learning, supporting their continuity of learning.

Children are provided with healthy snacks of fresh fruit and vegetables. They serve themselves, with staff encouraging them to try everything on offer and they skilfully pour their own drinks. These opportunities, alongside attending to their own toileting and hygiene needs and putting on their own coats for outdoor play, encourages them to develop their growing independence skills. This supports them well for their move to school when the time comes. Parents provide packed lunches for their children and staff offer guidance on healthy choices. Snack and meal times are sociable occasions as children talk and chat happily with staff. Good social skills are reinforced with children, through gentle reminders to say 'please' and 'thank you'. Staff are good role models as they are consistent and encourage children to follow instructions, constantly praising children for their participation and effort. For example, when a child offers to carry the first-aid box, when they go outside to play, the staff member thanks them for being kind and helpful. When music is played to indicate that it is tidy up time, children respond positively to this and keenly participate in putting all of the toys where they belong.

Behaviour is very positive as staff address any unwanted behaviour consistently. For example, when a child throws a toy, staff encourage them to think about how this would hurt their friends if it should hit them. Simple rules during group carpet times, such as good sitting, looking, listening and keeping their hands to themselves, reinforce behaviour expectations. Children have daily outdoor play opportunities where they can develop their physical skills. This also enables them to challenge their abilities, through the use of climbing and balancing equipment. These opportunities enable children to learn to manage their own well-being as they learn to use equipment safely. Staff deploy themselves effectively, so children are supervised well and receive constant interaction. The playgroup room is well organised to provide the children with space to be active as well as to enjoy quieter play. Resources to support all areas of learning are easily accessible, enabling children to take the lead in their play.

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

All staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are knowledgeable about their responsibilities to report concerns and follow safeguarding procedures to ensure that children are kept safe

from harm. A comprehensive range of policies and procedures are in place. These are implemented by staff and shared with parents when their children start to attend the playgroup. Staff carry out daily risk assessments and follow procedures for recording accidents and the administration of medication. All staff are trained in first aid and safeguarding, enabling them to competently address any safety situations. The recruitment process for new staff includes appropriate vetting procedures. A clear induction process helps new staff to be confident in implementing the policies and procedures effectively. As a result of the measures in place, children are safe and secure within the playgroup.

The manager and staff work closely together as a team to evaluate all aspects of the playgroup, to help them move the provision forward. This includes regular team meetings and consulting parents through questionnaires, to gain their views. The arrangements for supervision, appraisals and staff professional development are well considered. Staff are enthusiastic to attend additional training opportunities to support their professional development and enhance the provision for the children. For example, recent training on meeting the needs of two-year-old children has resulted in them carrying out changes to the environment, to better meet their needs through providing them with more floor space. Management oversee all aspects of planning and assessment, enabling any shortfalls in the provision or gaps in individual children's learning to be identified and addressed.

Effective partnerships with parents, carers and others involved in the children's care help promote inclusive practice. The playgroup has a positive relationship with the host school and links are developing with other local schools, to strengthen the moving on process between playgroup and the next stage in children's learning. This also supports continuity of care and learning for each child. Staff encourage parents to share their views or any concerns they may have about the playgroup. Parents are complimentary about the range of opportunities their children experience and the benefits to their children's learning and development.

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	EY302208
Local authority	Staffordshire
Inspection number	873028
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	47
Name of provider	Wallbridge Playgroup Committee
Date of previous inspection	24/05/2011
Telephone number	07913526356

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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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