

# Winyates Playgroup Ltd

11 Winyates Centre, REDDITCH, Worcestershire, B98 0NR

## Inspection date

24/11/2014

Previous inspection date

05/05/2011

## 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

- Staff have a good awareness of how children learn and extend opportunities by accommodating their individual interests and play preferences. As a result, children make good progress in their learning and development.
- Effective partnerships with parents and a well-established key-person system helps children form warm and secure attachments, promoting their well-being and independence.
- Staff have a good understanding of their safeguarding responsibilities and regularly refresh their understanding of the procedures to protect children and keep them safe.
- Clear self-evaluation and accurate identification of areas to develop, ensure continued improvement to the quality of the playgroup.

### It is not yet outstanding because

- Staff have not yet fully explored the use of peer observation in order to further evaluate and build on their already good practice to raise children's achievements to the highest level.
- Staff do not always use all opportunities to fully promote children's understanding of a healthy lifestyle.

## 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 staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the manager and staff.  
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

## Inspector

Amanda Tompkin

## Full report

### Information about the setting

Winyates Playgroup was registered in 2007 on the Early Years Register. It is situated in converted premises in the Winyates area of Redditch. The playgroup serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The playgroup employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday, term time only. Sessions are from 8.50am until 2.50pm. Children attend for a variety of sessions. There are currently 33 children on roll who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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

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

- extend ways in which peer observations can be used to evaluate practice, promote professional development and share good practice across all staff to help raise children's attainment to the highest level
- increase opportunities for children to learn about the importance of a healthy diet, for example, by providing parents with information about healthy packed lunch choices.

## Inspection judgements

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

The experienced staff provide a varied educational programme, which meets children's individual needs. Staff use children's starting points and accurate assessments to plan accordingly and as a result, children are effectively supported in making good progress in all areas of learning. Children's progress is monitored by the child's key person who puts together a learning journal, which is used to plot and track their individual progress. This is used effectively to ensure there are no gaps in their learning and to plan for children's next steps in their development. Staff complete the progress check for children between the ages of two and three years to identify strengths and weaknesses in development and this is shared with parents and carers. There is effective support for children with English as an additional language. Staff use good teaching methods, such as the use of signs, symbols, facial expressions and good eye contact. As a result, the gap is narrowing for those children who enter the playgroup with development that is below the expected milestones for their age.

Children make good progress in their communication, language and literacy skills, enabling

them to become confident communicators. They enjoy sharing picture books with staff and staff regularly read stories to children. Children are encouraged to predict what will happen next and staff engage children in conversation throughout the day. They listen to children's responses and ask open-ended questions to further their thinking. Opportunities for early writing are available in all areas of the playgroup, children are provided with small clipboards and pens. These opportunities support children's developing literacy skills well, which prepares them for their next stage of learning, such as school. Children's physical development is supported well. They enjoy negotiating the indoor climbing frame, which staff supervise well. Children have daily access to the outdoor area where they can practice their balancing skills. They develop their curiosity and investigation skills looking for bugs in the garden, staff support children appropriately by giving them magnifying glasses to look at the bugs they find.

Children's move between the playgroup and local schools is well managed, with children's assessments following through with them. Teachers are invited into the playgroup to observe the children in their own environment. Effective partnerships with parents and staff are well established. Parents contribute to children's initial starting points and are kept informed of children's development. This is done through daily discussions and the opportunity to share the children's learning journal. As a result, children's learning and development is supported between playgroup and home.

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

Children enjoy attending this welcoming playgroup. Staff greet children warmly on arrival and spend time talking to parents, seeking information about what they have been doing at home. Staff respond well to children's needs, they offer reassurance and cuddles throughout the day when children feel upset or tired. As a result, their emotional well-being is supported well and children feel safe and secure at the playgroup. Children settle quickly as the playgroup has effective settling-in procedures. Parents are invited to stay with their child, so that children become familiar with the staff and surroundings with the support of their parents. Children's key person seeks relevant information from parents during this stage, which help them to plan relevant and individual activities for the children.

Children's health is appropriately supported because the playgroup follows good hygiene procedures. Children and staff wash hands at appropriate times of the day and children are encouraged to use tissues to catch their sneezes, which helps prevent cross-infection. Children benefit from daily fresh air and fresh drinking water is available for them to help themselves to throughout the day, so they do not become thirsty. The playgroup provides healthy snacks for the children, such as wholemeal toast and fruit. However, staff do not use all opportunities to increase their understanding about healthy lifestyles by providing parents with enough information about healthy lunchbox choices. Staff encourage children to take care of their own self-care needs. For example, children put on their aprons for messy play, learn to pour their own drinks and independently wash their hands after using the bathroom. As a result, children's self-confidence is developed, which helps them become emotionally prepared for school.

Children are encouraged to behave well as staff provide them with clear explanations about what is acceptable behaviour. Staff respond well to children's good behaviour and offer praise and encouragement and this helps to boost their confidence and self-esteem. Children are encouraged to share, take turns and be kind to one another. They are taught how to keep themselves safe as staff regularly practices fire drills with them.

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

There are good arrangements in place for the safeguarding of children. All staff are aware of the procedure to follow should they have any concerns about a child in their care. Effective recruitment and vetting procedures are in place to check staff are suitable to work with children. Staff's ongoing suitability is supported through regular supervision meetings with the manager. Good arrangements are in place regarding the programme for professional development, leading to a knowledgeable staff team. However, staff do not yet undertake peer observations as part of their reflective practice. This is in order to raise children's achievements to the highest level. Daily safety checks and regular written risk assessments are completed to ensure the indoor and outdoor environment is safe and secure and children are protected. Other procedures to further protect children, such as the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out.

The manager is aware of the importance of her role in monitoring the delivery of the educational programmes and the playgroup seeks advice and guidance appropriately. For example, they work well with the local authority advisory team and use quality audits as a welcome support. Effective systems are in place to monitor progress for each individual child. This ensures that children's strengths and weaknesses are quickly identified and intervention received at the earliest possible stage. As a result, any gaps in children's learning are closing and children are making good progress.

Partnerships with parents are good. The manager ensures that parents and carers provide the playgroup with important information about children by completing detailed family contribution document. This ensures that staff can provide appropriate play experiences based on the children's individual likes and dislikes. Parents speak fondly about the playgroup and appreciate the good progress their children have made since they started. Staff continually consider ways to improve their practice and parents, staff and children views are taken into account. This is done through daily discussions, meetings and open evenings. The playgroup staff work well with other professionals to support children. Currently, children attending the playgroup do not attend other early years providers. However, the manager clearly understands the need to share information to support children when they attend other settings. Overall, children are happy attending this friendly welcoming playgroup, where they make friends and develop skills, which supports their future learning.

## 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

<b>Unique reference number</b>	EY361439
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	863690
<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>	26
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Winyates Playgroup Ltd
<b>Date of previous inspection</b>	05/05/2011
<b>Telephone number</b>	01527 522500

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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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