

# Wellin Lane Playgroup

Pentecostal Church, 13-15 Wellin Lane, Edwalton, NOTTINGHAM, Nottinghamshire, NG12 4AS

## Inspection date

06/01/2015

## Previous inspection date

23/05/2011

### 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 playgroup is led and managed effectively. The manager strives for continuous improvement of the provision, and ensures that practitioners are supported in their training and professional development.
- Practitioners provide an inviting and stimulating range of resources and activities to engage children. Consequently, through their exploration and the practitioner's consistently good teaching, children make good progress.
- Children are effectively safeguarded because practitioners are well informed about child protection issues and know how to keep children safe.
- Practitioners have positive partnerships with parents and carers because the playgroup uses a number of successful strategies to engage all parents. This promotes a collaborative approach to meet the individual needs of children.

#### It is not yet outstanding because

- Children's personal, social and emotional development is not always promoted effectively during adult-led activities because group times are occasionally too long. As a result, some children find it difficult to remain focused.
- Practitioners do not always fully explain to children how their behaviour can affect the safety of themselves and others.

## 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 practitioners and manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the manager's improvement plans.
- The inspector took into account the views of parents spoken to on the day and information included in the playgroup's own parent survey.

## Inspector

Dawn Larkin

## Full report

### Information about the setting

Wellin Lane Playgroup was registered in 1992 and is on the Early Years Register. It operates from the Edwalton Community Church in the Edwalton area of Nottingham. 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, five hold appropriate early years qualifications. Four practitioners hold qualifications at level 3 and one at level 4. The playgroup opens Monday, Tuesday and Wednesday from 9am to 3.15pm and from 9am to 12 noon on a Friday, term time only. Children attend for a variety of sessions. There are currently 32 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 supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance the organisation of group time, for example, by reducing the length of the session so that all children are able to remain focused
- build on children's understanding of acceptable behaviour by consistently explaining to them how their behaviour can affect their safety and that of other children.

## Inspection judgements

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

Children are well supported in their learning and development, and make good progress across all seven areas of learning. This is because practitioners' teaching is rooted in good knowledge and understanding of the Early Years Foundation Stage. As a result, the quality of teaching is consistently good and sometimes outstanding. Practitioners promote children's creative and critical thinking skills by asking open-ended questions and modelling language for thinking. For example, when children are creating models using dough and twigs, practitioners encourage children to think about how they can make the larger twigs, which are too heavy, stand up in the dough. Practitioners skilfully extend this learning by reminding children where they can find extra dough and commenting on what the children are doing. This demonstrates to children that practitioners are interested in their play and gives them the language to explain what they are doing. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school.

The playgroup values the role of parents and has very effective partnerships in place. This

ensures children benefit from a consistent approach to their care and learning. Parents are able to be fully involved in their child's learning and development, through daily communication and discussions with their key person. Children with special educational needs and/or disabilities are well supported. This is because practitioners work closely with parents and outside agencies, to identify and meet their needs. Parents are pleased with the learning and care their children receive and speak highly of the playgroup commenting, 'Our child is really valued here'. Parents are involved with their child's learning right from the start because practitioners use information from parents to inform children's starting points. Practitioners make accurate observations and assessments, identifying precise next steps to plan for children's future learning. These are linked to each area of development and the age and stage of each child's learning. This ensures practitioners have a good knowledge of children's development in all seven areas of learning. Consequently, practitioners provide children with a broad range of stimulating activities, ensuring they make good progress towards the early learning goals.

Language development is given high priority within the playgroup. Practitioners use their knowledge from courses attended to enhance children's language skills. For example, they carefully observe children before asking questions and give children time to answer questions. This allows children to think about what they want to say and encourages good communication skills. Children with English as an additional language have confidence to learn English because they have their home languages valued in the playgroup. For example, practitioners work closely with parents to produce talking photograph albums in children's home languages. This supports children's understanding about routines and favourite toys because the photographs illustrate these and children can press a button to hear the description in their home language. Children are given many opportunities to practise their emerging mathematical language and skills in their play and through adult-led activities. They enjoy counting objects and describing the heights of models they create. Children's personal, social and emotional development is generally developing very well because practitioners provide children many opportunities to become confident and independent learners. Practitioners have created an environment both indoors and outside that promotes independence and creativity. However, on occasions adult-led activities do not always fully encourage children's concentration skills and for children to be deeply involved in their learning during group time. This is because sometimes the length of the session is too long and children find it difficult to remain focused.

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

Children are happy and settled at playgroup because they feel safe and secure. The environment is well resourced and activities are set up to encourage children to explore and discover. Children show high levels of motivation and they are keen to access the activities available. Children benefit from the practitioners' positive involvement during their play and this means that children's emotional well-being is well fostered. Children have formed strong attachments with practitioners and have a good sense of well-being because there is an effective key-person system at the playgroup. The move to school is managed through a very good partnership with the local school and other professionals. Teachers visit children in the playgroup to get to know their individual needs. In addition, children are invited into school throughout the year. Practitioners aid the children to

become familiar with the surroundings of their new school because they make use of the school's woods to support children's understanding of the world around them. The playgroup has also been proactive in meeting with other professionals to produce a booklet for parent support of their children's move to school. As a result, children are supported to be emotionally ready for school.

The environment is welcoming and thoughtfully arranged to promote children's independence. Together with everyday routines, children are given many opportunities to practise these important self-help skills. Children are encouraged to be independent learners as they access their own resources, and serve their own snacks and drinks. Practitioners' close supervision and their genuine support and encouragement as well as being very clear in their instruction, contributes significantly to children's self-confidence and motivation to be independent. Children's behaviour is good because practitioners give children clear boundaries and use age-appropriate strategies to support this. For example, practitioners support children in turn taking and sharing by providing duplicate resources. They also talk to children about taking turns when using the bikes and wheeled toys. However, practitioners do not always explain to children why their behaviour is unacceptable. This means they are not always supported to understand how their actions may cause injury to themselves or others. For example, when children are enjoying running around outside, practitioners do not always remind them to look carefully so that they do not bump into other children or objects. Children receive lots of positive praise and recognition for their efforts and achievements. This gives children a sense of belonging and achievement, raising their self-esteem.

Children are supported well in developing a healthy lifestyle. This is because children have regular access to fresh air, exercise and outdoor play along with healthy and nutritious snacks. Children enjoy walks to the woods and accessing the outdoors whatever the weather. Practitioners talk to the children about healthy choices and the effect of exercise on their bodies to promote their understanding of a healthy lifestyle. Nutritionists have visited the playgroup to give parents and practitioners advice and ideas about healthy meals. Together parents and practitioners have written the playgroup's healthy eating policy. This ensures there is a joint understanding and approach in supporting children to have a good understanding of a healthy diet and lifestyle.

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

The manager has a good understanding of the safeguarding and welfare requirements and demonstrates vigilance when dealing with children's safety. Appropriate policies and procedures, along with documentation, are in place to maintain children's health, safety and welfare. Practitioners understand their responsibilities to safeguard children and capably describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. Appropriate recruitment and vetting procedures ensure all staff are suitable to work with young children. Practitioners are vigilant about the security of the premises and check all visitors before entry. They supervise children appropriately and risk assessments are thorough to ensure areas the children use are safe. Relevant records are kept and well maintained, such as accident and medication

records.

The manager and her team demonstrate an enthusiasm for their work with a commitment to improving achievement for the children. As a result, morale is high and practitioners clearly enjoy working in the playgroup. There is a strong commitment to support practitioners' professional development to continue to raise the quality of the provision. For example, two practitioners are currently studying for foundation degrees. All practitioners have appraisals, supervisions and are involved in peer observations. Practitioners attend regular training and implement action plans to improve practice when returning from courses. They are also encouraged to reflect on their own practice. All practitioners have been involved in filming their interactions with the children and evaluating their own strengths and weaknesses to improve their teaching and the children's learning. Consequently, staff are constantly improving and evaluating their practice and the outcomes for the children. The manager and practitioners monitor the progress of the children and the educational programmes. This is completed with the use of regular staff meetings, observations, next steps for learning and tracking the children's achievements. Consequently, the teaching is good and children's learning is strong. Effective arrangements to ensure the ongoing evaluation of the provision are in place and action plans are implemented. This clearly identifies strengths and weaknesses and what action is planned as a result. For example, systems are being developed to provide children with the opportunity to help plan improvements to the playgroup's outdoor area.

Practitioners have good relationships with a range of other professionals. For example, they take advice from the local authority advisers and attend multi-agency meetings when appropriate, to effectively support children's individual needs and that appropriate support is given over time. There is a good partnership with other local settings to ensure children's needs are met when the care is shared. Partnerships with parents and carers are positive because the playgroup uses a variety of successful strategies to engage all parents and carers. For example, parents are involved in writing policies and through questionnaires help to shape improvements for the children.

## 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>	253409
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	871521
<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>	32
<b>Name of provider</b>	Wellin Lane Playgroup Committee
<b>Date of previous inspection</b>	23/05/2011
<b>Telephone number</b>	0115 9452627

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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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