

Whetstone Baptist Church Playgroup



Whetstone Baptist Church,, 2 King Street, Whetstone, Leicester, Leicestershire, LE8 6LS

Inspection date

23 February 2015

Previous inspection date

11 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress and are motivated to learn because practitioners plan activities that are in tune with children's interests. As a result, children are deeply involved in their play and learning.
- 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.
- Practitioners form close and caring relationships with all children, which ensure children settle successfully. Consequently, they are happy, content and have good levels of confidence.
- The playgroup leader ensures there is effective monitoring of the children's progress and that there are self-evaluation systems in place. As a result, there is continuous improvement in children's learning experiences.

It is not yet outstanding because:

- Practitioners do not always give children time to respond to their own ideas because they offer solutions too quickly. This means children are not able to fully build on their own ideas or find solutions to their problems.
- Practitioners are not always provided with the opportunity to observe and share each other's good practice. This means practitioners are not fully supported to improve teaching to the highest quality, so that children reach the highest levels of achievement possible.

What the setting needs to do to improve further

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

- develop further children's problem-solving skills, for example, by giving them enough time to respond to, and explore their own ideas
- build on the arrangements for monitoring and developing staff practice by, for example, putting in place opportunities for peer observation, so that good practice is continually shared.

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 completed a joint observation with the playgroup leader.
- The inspector spoke with the practitioners and playgroup leader at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Dawn Larkin

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. Planning and assessment are focused on children's individual needs. As a result, children develop the skills they need for starting school. Practitioners are well qualified and understand how to promote children's progress across the seven areas of learning. Children's creativity is promoted effectively because practitioners encourage them to explore the process of making things. For example, when painting, children are given the freedom to explore the effect of using different tools and materials, such as sand. Children delight in practising their early writing when taking down information about cars at their role-play garage. Consequently, children are given a purpose to their writing. Practitioners give children many opportunities to follow their own ideas in their play, both indoors and outdoors. However, on occasions practitioners do not give children enough time to find solutions to problems in their play. For example, when children are making nests, practitioners quickly provide them with suggestions of what materials to use. This does not allow children to build on their own ideas and extend their learning. Parents are fully informed about their children's learning through events held by playgroup, regular verbal feedback and through the sharing of progress summaries.

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

Practitioners have created a welcoming and stimulating environment that promotes children's independence. Children are learning self-help skills as they manage their personal hygiene and change their footwear before going out to play. Children serve themselves healthy snacks and benefit from daily outdoor play and lots of opportunities to be physically active. This supports their emerging understanding of a healthy lifestyle. Children's behaviour is good. Practitioners explain to children the expectations of the playgroup. They discuss together the consequences of certain actions, for example, running in the hall. Children are emotionally prepared for the move to school because the playgroup has positive partnerships with the local schools. Teachers visit to get to know the children's individual needs so they can be fully supported in their new class.

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

The manager is very experienced and well qualified. Consequently, she has a secure knowledge of the learning and development requirements and how to keep children safe. Risk assessments minimise hazards and a comprehensive set of policies promote health and safety. Practitioners have a good knowledge of child protection and the procedures to follow should a concern arise about a child in their care. They are generally well supported through a good system of supervision. Practitioners are encouraged to attend relevant courses and further their qualifications to enhance the provision for the children. However, practitioners are not given regular time to observe and share each other's high-quality teaching practice. This means they are not able to evaluate and improve teaching and learning to the highest standard. Effective partnerships and support from the local authority have enabled the playgroup to improve the outcomes for the children.

Setting details

Unique reference number	226504
Local authority	Leicestershire
Inspection number	876447
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	45
Name of provider	Whetstone Baptist Church Playgroup Committee
Date of previous inspection	11 October 2011
Telephone number	0116 2863145

The Whetstone Baptist Church Playgroup was registered in 1976. The playgroup employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one member with of staff with Early Years Teacher Status. The playgroup opens from Monday to Friday during term time. Sessions are from 9am until 3pm on Monday and Wednesday. On Tuesday, Thursday and Friday sessions are from 9am until 12noon. The playgroup provides funded early education for two-, three- and four-year-old children. They support children with special educational needs and/or disabilities.

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