

# Warwick Community Playschool



Warwick Primary School, Dulley Avenue, Wellingborough, Northamptonshire, NN8 2PS

**Inspection date** 26 February 2015  
Previous inspection date 1 October 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children form good bonds of attachment with adults within the setting. Home visits enable children to become familiar with their key person and parents share detailed information about their child's individual needs and starting points in their learning.
- The quality of teaching is good. Children's natural curiosity to learn is nurtured through the stimulating activities provided both inside and outdoors. Staff ask probing questions to encourage children's communication and language skills and recall past events.
- Partnerships with parents are secure. Parents speak positively about the service they and their child receive. They are actively involved in their child's progress and learning as they continually share their child's interests and learning at home.
- Staff have a good understanding of their responsibility with regard to protecting children from abuse and neglect, and the procedures to follow should they have a concern. Robust procedures ensure the environment is safe and secure at all times, therefore, children's safety is assured.

### It is not yet outstanding because:

- Staff do not consistently extend children's understanding of similarities and differences as opportunities to see various home languages within the playschool are not yet fully promoted.
- The opportunities for children to explore and be curious of natural and recycled play materials are not yet maximised.

## What the setting needs to do to improve further

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

- provide opportunities for children to learn about similarities and differences in their community, such as reflecting the home languages of children and families using the playschool, in displays and notices
- expand on the opportunities for children to explore and be curious about a wide variety of natural and recycled resources, for example, drain pipes, cable drums and materials.

### Inspection activities

- The inspector observed activities indoors and outdoors throughout the day.
- The inspector spent time with the manager of the provision, and spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector checked evidence of suitability of all members of staff, their qualifications and the provider's processes for self-evaluation.
- The inspector reviewed documentation, including children's learning and development information, staff records and a selection of policies and procedures.

### Inspector

Tracey Boland

## 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. Children are motivated, challenged and show avid interest in a wide variety of activities and play opportunities. Children show great enjoyment as they look at books and join in with familiar text and rhyme. Staff encourage them to identify pictures and guess what will happen next in the story. Children enjoy digging in the garden and planting herbs inside old tyres. However, opportunities for children to explore a wider variety of natural and recycled materials are still developing. Staff develop a secure knowledge of children's interests. Concise observations and assessments of children involved in play help staff to plan effectively for next steps. As a result, children make good progress in readiness for their move to school. Displays throughout the playschool reflect written information about the activities. However, not all languages used by the children attending are evident. Therefore, children are not consistently encouraged to be aware of all similarities and differences within the playschool.

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

Staff develop good relationships with children and their families from the start of their placement. A gradual introduction into the playschool helps children settle quickly and feel safe. Behaviour is good. Staff support the children as they learn to share, take turns and negotiate through play. Children's health and well-being is supported well. They freely choose to play inside or outside and staff maximise the use of the outdoor learning environment. Children's physical skills are continually developing. They revel in digging, filling containers and looking for various bugs and insects, using spades and rakes. Children enjoy painting outdoors with brushes of different sizes and water. Children's independence is encouraged. They eagerly help to prepare snacks and identify food that is good for their bodies and keep them healthy. Staff record their views and display them, which encourages children to recall their discussions and reinforce their understanding of healthy eating. This prepares them well for the move to school.

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

Leadership at the playschool is strong. The manager and staff have a secure understanding of the Early Years Foundation Stage. Robust recruitment, selection and induction procedures are established. All staff complete required checks to ensure their suitability to work with children. Staff have a good understanding of how to safeguard children and the environment is safe and secure. Most staff hold first-aid certificates and any minor accidents are managed swiftly and sensitively. The management team regularly monitors the educational programmes and checks the accuracy of children's ongoing assessments. Staff performance is monitored through ongoing supervision and appraisal. Staff are proactive with their professional development and continually access training to enhance their knowledge of childcare and early education. This has a positive impact on the quality of care and learning provided. Strong links are firmly established with local schools and external agencies to ensure individual children's needs are met.

## Setting details

<b>Unique reference number</b>	220252
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	876333
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Warwick Community Association Committee
<b>Date of previous inspection</b>	1 October 2008
<b>Telephone number</b>	01933 279266

Warwick Community Playschool opened in 1990. The playschool opens five days a week during school term times. Morning sessions are from 8.50am until 11.20am and afternoon sessions are from 12.50pm until 3.50pm. Seven staff work with the children and hold relevant early years qualifications ranging from level 3 to level 6.

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