

# Wildwood Playgroup

Wildwood Community Centre, Wildwood, Stafford, Staffordshire, ST17 4RA



## Inspection date

3 March 2015

## Previous inspection date

9 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- All staff consistently deliver good quality teaching. Children make good progress in all areas of their learning and development, through the well-planned and varied educational programme offered.
- Staff know the children's capabilities and personalities extremely well. They plan for individual learning, using pertinent observations and accurate assessments to set appropriate next steps for each child. All children make strong progress, given their varying starting points.
- Children relate very well with their key persons. Strong relationships form and children are settled and secure in the playgroup. They interact well with each other, forming firm friendships, as they learn about boundaries and expectations of their behaviour.
- Children's welfare and safety are key priorities for the staff. Rigorous risk assessments are conducted to minimise hazards. Children become aware of their own safety. They follow clear directions from staff about tidying away toys. They also know the action to take in the event of an emergency evacuation.
- The leadership and management of the playgroup are strong and incisive. Improvement plans are effective in identifying areas for further development, such as extending the planning for mathematical development. Staff are also eager to attend further training to sharpen their skills and knowledge, constantly raising the quality of the provision for children and their families.

### It is not yet outstanding because:

- Parents are not always given more detailed information about how to extend their child's learning at home.
- In the drive to ensure children's safe supervision, the provision of free-flow access to the outdoor play area is not fully extended. This means that opportunities for some children who learn more effectively outdoors are not fully promoted.

## What the setting needs to do to improve further

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

- provide parents with more practical ideas and information about how they can be actively involved in extending their child's learning and development at home
- create further opportunities for children to access the outdoor play area more freely, thereby increasing their active play and learning, particularly for those children who benefit from outdoor activity.

## Inspection activities

- The inspector observed activities and staff interaction in both playrooms and during outdoor play.
- The inspector spoke with children and staff during the session, and conducted a joint observation with the manager.
- The inspector looked at evidence of staff suitability and qualifications. She also checked policies and procedures, a selection of staff files, children's admission records and development folders.
- The inspector took account of the views and comments expressed by parents spoken to during the inspection.

## Inspector

Patricia Webb

## Inspection findings

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

An enthusiastic and skilled staff team works effectively to offer each child a positive and challenging early learning experience. Children gain the necessary skills for future learning, such as school. Children showing a skill in mathematics, for instance, are encouraged to participate in board games. They calculate the numbers on the dice and move their counters with increasing skill and confidence. Younger children use magnetic shapes to create hexagonal 'pancakes', as they begin their learning in this area. Communication and language skills are promoted very positively by the staff. They use probing questions, sign language and group times to encourage children's thinking and concentration. During a story time session, older children consider the elements necessary for plant growth. They are also encouraged to ponder the requirements necessary for human growth. Children with special educational needs and/or disabilities are supported very well. Staff work closely with parents and other professionals to ensure that every child can participate in the educational programme and make significant progress. Parents are encouraged to become actively involved in their child's learning. However, they are not always given more precise information or ideas to follow at home to fully promote the partnership aspect of children's progress.

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

Children enjoy close and very caring relationships with their key person. They seek them out for support and reassurance, particularly when being supported with toileting routines and self-care. They learn about keeping fit and healthy, through the daily routines and play opportunities. Children's health is fully promoted as staff work closely with parents to monitor any specific dietary and medical needs. Active play is available indoors and outside. This includes climbing and using wheeled toys with increasing skill and care. The current organisation of the session does not always allow for more free choice about accessing the outdoor area. The manager is aware of extending this to fully support those children who benefit from outdoor learning. Parents appreciate the individual arrangements that are planned for settling each child in to the playgroup.

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

The leadership of the playgroup is strong and effective. The committee is aware of its legal responsibilities in ensuring the suitability of members and staff. The manager is very experienced and leads a stable and enthusiastic staff team effectively. All staff demonstrate a very confident knowledge and understanding of safeguarding and procedures to follow regarding any concerns. The consistency in the teaching is a result of the robust monitoring of practice by the manager. The team carefully evaluates practice and identifies areas for development, such as extending children's self-choice and reviewing the tracking processes. Parents express their deep appreciation and satisfaction with their children's progress. They refer to the friendly and approachable staff and the varied programme of activities as key strengths.

## Setting details

<b>Unique reference number</b>	218282
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	865737
<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>	40
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Wildwood Hall Playgroup Committee
<b>Date of previous inspection</b>	9 February 2011
<b>Telephone number</b>	07763331324

Wildwood Playgroup has been registered since 1970 and is run by a voluntary management committee. The playgroup is open Monday to Friday, during term time only. Morning sessions are from 8.45am to 11.45am and afternoon sessions are offered from 12.30pm to 3.30pm. There is an additional lunchtime wrap around session from 11.45am to 12.30pm. The playgroup provides funded early education for two-, three- and four-year-old children. The committee employs six members of staff to work directly with the children. All staff have appropriate early years qualifications at level 3.

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