

Henwick Playgroup

Oldbury Park School, Oldbury Road, Worcester, Worcestershire, WR2 6AA



Inspection date

3 March 2015

Previous inspection date

13 May 2011

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

Summary of key findings for parents

This provision is good

- The providers and staff accurately identify and plan for children's interests and next steps. They skilfully interact with children, encouraging them so they want to take part and do well. They adeptly build on children's understanding and skills and develop their expressive language and critical thinking.
- The providers and staff are extremely kind, patient and attentive. They calmly reassure and encourage children so they grow in confidence, behave well and become increasingly independent and resourceful.
- The providers and staff are a highly effective team. They confidently carry out their duties to promote children's good health, safety and enjoyment during well-managed sessions in most inviting surroundings.
- Children are fully safeguarded. The providers and staff know how to protect children from harm. They are secure in knowing what action to take if they have concerns about a child's welfare. Regular safeguarding training makes sure they maintain an up-to-date knowledge of Local Safeguarding Children Board procedures.

It is not yet outstanding because:

- Overall, information sharing with parents about their children's activities and achievements is good. However, staff do not always talk to them about their children's current learning priorities.
- The best use is not always made of outdoor spaces and equipment to challenge and extend more able children's skills in balancing and climbing.

What the setting needs to do to improve further

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

- develop a more consistent approach to involving all parents in agreeing their children's next steps for learning, and in planning how these can be followed up at playgroup and at home
- build on the already good educational programme for children's physical development, by offering more challenging physical play activities to extend children's skills and control in climbing and balancing.

Inspection activities

- The inspector observed activities in the classroom and the outside play area. She carried out a joint observation with one of the providers.
- The inspector spoke to members of staff and children at appropriate times. She held meetings with the two providers.
- The inspector took account of the views of parents spoken to on the day of the inspection and their written feedback to the providers.
- The inspector looked at and discussed the providers' self-evaluation form and plans for improvement.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachel Wyatt

Inspection findings

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

Children really enjoy themselves and make good progress. The providers and staff skilfully interact with children. They effectively use resources to promote their understanding, expressive language and critical thinking. Children are eager and purposeful learners who are well-prepared for school. They eagerly join in, but know when to listen and wait their turn. Children become confident, articulate and imaginative speakers. Sensitive well-targeted support is given to children who find it difficult to relate to others or who have communication difficulties. Close partnerships with parents ensure the providers and staff understand and effectively plan for each child's characteristics, interests and abilities. Parents are encouraged to look at their children's learning journeys and are given ideas for activities at home. They appreciate the staff's regular feedback about their children's activities and achievements. However, children's next steps for learning are not always discussed with parents. This means parents are not able to plan with staff how these can be followed up at home.

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

Children are confident, happy and settled. They feel valued as their efforts are praised and their interests are reflected in activities. Children are socially and emotionally well-prepared for school. The providers and staff encourage them to be independent and to make choices. They foster their good behaviour and positive relationships, promoting children's sharing, cooperation and kindness. Children show these skills when they eagerly tidy away toys. Children know how to behave safely and sensibly, for instance when using equipment and tools or moving around the building. They learn how to keep healthy, for instance during well-managed hand washing and toileting routines. Children and adults discuss healthy eating at snack times, during gardening and fun role play activities. Children relish being outside and being active. They competently use wheeled toys and balancing equipment. However, children have fewer opportunities to use more challenging apparatus in order to extend their balancing and climbing skills.

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

The providers and staff are dedicated and passionate about their work. They adeptly apply their considerable knowledge and expertise to help children flourish and develop. The quality of teaching is good. The providers and staff are well-qualified and consistently develop their knowledge and skills through an ongoing programme of professional development. They work closely with other professionals to accurately assess and plan for the needs of children with special educational needs and/or disabilities. Staff then confidently follow up specific strategies on behaviour, communication or understanding English that are recommended by other agencies. The close links with the school ensures teachers are well-informed about each child's progress. The providers are proactive about contacting other providers to ensure continuity in planning for those children who attend more than one setting.

Setting details

Unique reference number	205382
Local authority	Worcestershire
Inspection number	865332
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	20
Name of provider	Mrs Carole Denning and Mrs Patricia Watton Partnership
Date of previous inspection	13 May 2011
Telephone number	01905 424878

Henwick Playgroup was registered in 1992. The playgroup employs seven members of childcare staff who all hold appropriate early years qualifications at level 3. The playgroup opens, from Monday to Friday during school term time. Sessions are from 9am until 11.45am. The playgroup provides funded early education for three- and four-year-old children. There are close links with the primary school where the playgroup is based.

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