

# Whizz Kidds Playgroup

Bells Lane Community Centre, Amesbury Circus, Nottingham, Nottinghamshire, NG8 6DD



## Inspection date

28 April 2015

Previous inspection date

6 May 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Activity planning is not monitored well enough to make sure that staff are clear about what they want children to learn and that the activity can be matched or adapted to suit the skills and knowledge of all children in the group.
- Children do not have access to a wide enough range of resources that they can use creatively to develop and extend their own ideas and thoughts in their play.
- Too often staff use questions to test what children know, understand and can do rather than to help to develop children's curiosity, and questioning and thinking skills.
- Not enough use is made of the natural elements in the outdoor area to give children experience of the unique learning opportunities that nature provides.

### It has the following strengths

- The playgroup is very well resourced. All the required areas of learning and development are provided for. All children make steady progress and more able children make good progress.
- Children behave well. They understand what staff expect of them and follow the playgroup routines well. Children share and take turns using the methods that staff have taught them, for example, they use a large sand timer to help them to manage taking turns on the pedal tricycle.
- Children confidently initiate conversations with staff, other children and visitors.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that planned activities, especially those that are adult-led, take into account the learning and development needs of children of all ages so that all children benefit from the learning experience on offer.

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

- increase the range of resources available to children which allows them to develop their ideas and creativity using a range of different media and materials
- develop the outside area to enable children to explore and access natural materials
- improve staff skills in questioning and modelling being a thinker so that children are provided with opportunities to develop and test out their own questioning, thinking and reasoning skills.

## Inspection activities

- The inspectors observed activities in the play room and the outdoor area.
- The inspectors spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and the nominated person for the playgroup.
- One inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working at the playgroup and a range of other documentation, including policies and procedures.

## Inspector

Joanne Mary Smith / Diane Stone

## Inspection findings

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

Staff understand how children learn and develop. However, the quality of teaching is variable. They plan challenging activities for children, especially more able children who now make good progress. In some instances activities are too challenging. Staff do not consider well enough how children are grouped or how activities can be adapted to meet the needs of different children. For example, during keyworker group time staff provide a range of activities, but the children's needs are too diverse for what is provided to hold their interest for a sustained period of time. Older children competently use props and dressing up outfits that have a clear purpose, such as doctor uniforms, spectacles and walking sticks, to take on different roles in their games. There are not enough resources such as fabric, boxes and sticks that children can use for different purposes, for example to build dens or create stepping stone trails, and to extend and develop their thoughts. Staff talk to children and ask questions that check children's knowledge and understanding. Staff do not yet routinely model how to think or ask questions that challenge children to reason, such as, 'I wonder what would happen if...?'.

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

Staff provide children with a broad range of activities and experiences. The playgroup environment is warm, welcoming and thoughtfully planned so that children can easily access resources such as books, sand, paint and construction materials. Children's early writing skills are very well supported with pens, pencils and paper provided in many of the different areas of the playgroup. Displays contain words and children's names are clearly on display for them to refer to and copy when they write their name to register at the beginning of the session. Children enjoy playing in the outdoor area on 'sit and ride' and pedal toys, which they successfully balance and move forwards and backwards on. Staff plan well for the outdoor area. However, not enough use is made of nature and natural resources to extend and develop children's learning experiences. Children are generally well prepared for school. Staff use routines and a good range of activities and resources well to help children to become familiar with a new set of expectations.

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

Staff and leaders are keen to improve and have responded well to the findings of the previous inspection. One-to-one meetings are well established. They include some focus on the quality of teaching and learning and children's progress. Clear targets for staff to work towards are agreed and reviewed at subsequent meetings. Staff have a sound understanding of their role and responsibilities with regard to safeguarding. Effective partnerships with parents help to ensure that staff know children well and can appropriately support individual children's development. Managers regularly monitor planning and undertake peer observations. However, this is not effective enough at present to pick up ineffective teaching, such as the inappropriate grouping of children for some activities or a lack of differentiation in activity planning.

## Setting details

<b>Unique reference number</b>	254676
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1005594
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Cinder Hill Community Association Committee
<b>Date of previous inspection</b>	6 May 2014
<b>Telephone number</b>	01159157605

Whizz Kidds Playgroup was registered in 1993. It operates from one room within Bells Lane Community Centre in the Cinderhill area of Nottingham. There is an enclosed area available for outdoor play. The playgroup employs two members of childcare staff, both of whom hold appropriate early years qualification at level 3. The playgroup opens Monday to Friday during term time. Sessions are from 12.30pm until 3.30pm, with a lunch club offered from 11.35am until 12.30pm. The playgroup provides funded early education for three-and four-year-olds.

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