

# Walesby School Playgroup

Walesby Primary School, New Hill, Walesby, Newark, Nottinghamshire, NG22 9PB



## Inspection date

15 July 2015

Previous inspection date

23 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:	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		Outstanding	1
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 children, including those with special educational needs and/or disabilities, benefit from the exemplary partnership working the playgroup has with parents, carers and other professionals.
- High priority is given to safeguarding and children's well-being. Practitioners have an excellent understanding of how to protect children. This is supported by stringent safeguarding and child protection procedures to ensure all children are kept safe within the playgroup.
- Children's behaviour is very good. This is because of practitioners' excellent interaction and guidance. As a result, children demonstrate high levels of self-esteem and confidence.
- Teaching is consistently good. All practitioners interact effectively with all of the children. They carefully observe, listen and skilfully question children to extend their learning. All children, including those with special educational needs and/or disabilities, are making good progress in their learning.
- The manager is a good role model to her team. She is well qualified and uses her experience to promote good teaching to all practitioners. As a result, leadership is strong and practitioners receive good support to improve their professional development. Their knowledge and skills are kept up to date.

### It is not yet outstanding because:

- Occasionally, some practitioners do not promote children's thinking skills.

## What the setting needs to do to improve further

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

- encourage practitioners to take every opportunity to develop children's thinking skills.

### Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at a range of documentation.
- The inspector spoke with practitioners and the manager 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 held a joint observation with the manager.
- The inspector took into account the views of parents 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 vast majority of practitioners are qualified and all have a good understanding of how children learn through play. Practitioners provide a good range of learning experiences for children. As a result, children are motivated and eager to learn. This means children are acquiring the skills and attitudes to be ready for school. Observations are routinely carried out and evaluated to establish children's level of achievement. Practitioners use this knowledge of what children already know and can do to interact effectively. Children's language development is promoted well throughout the playgroup. Younger children are supported to develop their language skills as they sing songs. Practitioners provide a running commentary about what they are doing. Older children's language is extended because practitioners understand how to encourage children to develop their speaking skills. However, practitioners do not always give children enough time to think about their response to the questions they ask and are too quick to give children the answer. This means that children are not always supported as well as possible to develop their thinking and problem-solving skills. Parents are kept informed about their children's progress. They receive daily verbal feedback and regular progress reports. The practitioners also support parents well in guiding their children's learning at home. In addition, children's next steps in their learning are regularly shared with parents. There is good partnership working between home and the playgroup.

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

Practitioners are extremely sensitive, caring and nurturing. Children display high levels of self-esteem and form secure emotional attachments with the whole staff team. The playgroup has developed excellent links with the school. Children visit the school for a whole week during the summer term. They meet their new teacher and get to know the environment and routines. Children are extremely well prepared when the time comes for them to move on. Practitioners support new families extremely well as they become part of the playgroup. A healthy lifestyle is promoted by practitioners who understand the importance of a good diet and hygiene standards, and the need for regular fresh air and exercise. Children develop a strong sense of independence. Practitioners give children many opportunities to practise important self-help skills.

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

The manager monitors the educational programmes effectively to ensure children's needs are met. Any gaps in progress are quickly identified and extra support is given. Other professionals speak highly of the playgroup, praising the high standards of inclusive education. Parents are also very pleased with the progress their children make and the support they receive from the practitioners. A targeted programme of supervision supports practitioners' teaching practice. The whole staff team have gained extra skills and knowledge to improve their support for children's developing communication skills. A speech therapist works alongside them in the playgroup.

## Setting details

<b>Unique reference number</b>	EY271979
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	856120
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Walesby School Playgroup Committee
<b>Date of previous inspection</b>	23 October 2008
<b>Telephone number</b>	01623 860575

Walesby School Playgroup was registered in 2003. The playgroup employs eight members of childcare staff. Of these, six hold appropriate early years qualifications, with one member of staff qualified at level 6, four at level 3 and one at level 2. The playgroup opens from Monday to Friday term time only. Sessions are from 8.45am until 3.15pm for the playgroup and 3.15pm until 5.45pm for the after-school session. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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