

# Whizz Kidds Playgroup

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



<b>Inspection date</b>	3 December 2015
Previous inspection date	28 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Teaching is good. Well-planned, focused activities help children to make good progress in all areas of learning. Staff assess children's progress regularly in order to identify and address any gaps in learning effectively. Children are very well prepared for the next stage in their learning.
- Staff plan each child's individual next steps in learning using their own observations and information from parents. There are strong partnerships with parents. Staff involve them in children's learning and support them to continue this at home. Parents are well informed about their children's progress and the playgroup's procedures.
- Children enjoy the time they spend in this happy and welcoming environment. They build very good relationships with staff. Children's health and well-being are given high priority. They enjoy healthy snacks and develop good social skills as they play.
- There is very effective monitoring of all aspects of the provision and of individual children's progress. Staff work very well as a team and there is continuous improvement in children's learning experiences. There are effective partnerships with other professionals and all children are very well supported.

### It is not yet outstanding because:

- Partnerships with other early years settings are not established well enough to engage in regular mutual support to raise outcomes for children to an even higher standard.
- Staff's professional development is not highly focused to raise the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- build on existing links with other local early years providers in order to share ideas and best practice on a regular basis to improve the provision and outcomes for children
- shape professional development so that it increases the potential to deliver the highest quality provision and excellent outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup supervisor.
- The inspector held a meeting with the playgroup supervisor. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Catherine Sharkey

## Inspection findings

### **Effectiveness of the leadership and management is good**

The arrangements for safeguarding are effective. Staff understand and implement effective safeguarding policies and procedures. The premises are secure and children are very well protected. The management team has worked closely with staff and the local authority to bring about improvements since the last inspection. Staff work together to evaluate the provision and focus on areas for improvement. They are well qualified and very dedicated. This has a positive impact on children's learning. Staff provide a safe and stimulating learning environment for children. The supervisor and her assistant monitor each other to improve their practice. They in turn are monitored by a committee member who has a secure knowledge of the learning and development requirements. The playgroup provides a wide range of support services for children and their families.

### **Quality of teaching, learning and assessment is good**

Since the last inspection staff have made great improvements in planning and teaching. Children are now split into two groups for focused activities. This ensures that teaching and questioning is focused on individual children's next steps in learning. Children now have a wide range of exciting and stimulating resources from which they choose independently. They use their imaginations and creativity very well in role play, dressing up and art activities. Staff encourage children to overcome challenges. They ask skilful questions which prompt children to talk about the models that they are making. Staff support children's language and communication skills effectively so that they make very good progress in this area. Three-year-old children enjoy designing and making models from a range of materials they choose freely from around the room. They explain to staff how they will stick the parts together and what each bit is for. Staff evaluate the activity as it progresses. They plan how to extend and adapt this next time, so that specific children make good progress towards their next steps in learning. Staff make use of many opportunities to teach children to recognise numbers, letters and familiar words. Children are interested in how long it takes the sand to trickle through the timer. Staff show them the clocks in the room and explain how they can measure time.

### **Personal development, behaviour and welfare are good**

Staff help children to settle well at the pre-school. Children are emotionally secure. Staff maintain consistency in children's care through their daily communication with parents. Staff praise children frequently and value their opinions. Children gain confidence and good self-esteem in the well-organised environment. Good manners and kindness are promoted very well. Staff teach children to have respect for each other's views and cultures and to gain independence in their self-care. There are good links with the schools children move on to. Staff use these partnerships to help them make sure children are well prepared for the move to their new settings.

### **Outcomes for children are good**

All children, including those who receive funded education, make good progress from their starting points. They are taught valuable social skills and to express their feelings. They develop early literacy and mathematical skills in preparation for future learning.

## Setting details

<b>Unique reference number</b>	254676
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1014554
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Cinder Hill Community Association Committee
<b>Date of previous inspection</b>	28 April 2015
<b>Telephone number</b>	01159157605

Whizz Kidds Playgroup was registered in 1993. The playgroup employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday all year round. 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 two-, three- and four-year-old children.

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