

Landywood Playgroup

Community Centre, Landywood Lane, Great Wyrley, Walsall, West Midlands, WS6 6JX



Inspection date 13 January 2016
Previous inspection date 12 January 2011

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

Summary of key findings for parents

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

- Younger children's learning is not always fully promoted. Teaching does not consistently focus enough on ensuring that all children achieve the skills they need to be ready for the next stage in their learning.
- The layout of the room does not create an environment that is reassuring and comforting for younger children. This means that their emotional development is not always supported.
- Staff are sometimes busy completing other tasks which means they are not always attentive to children. Some staff lack confidence and rely too much on the manager and deputy for direction. This results in some children showing a lack of interest and wandering around the environment, not fully engaged in their learning.

It has the following strengths

- The new manager is enthusiastic about her role and is working hard to improve the quality of the setting. She can clearly identify the weaknesses and has action plans in place to make improvements.
- The setting works well with a range of professionals to provide additional support to those children who need it.
- Staff's performance is regularly reviewed by the manager. She ensures staff access a wide range of training, including first aid and child protection. Staff also attend courses, such as a course on motivating boys. They implement what they learn from training into the setting. As a result, they now provide a range of learning opportunities outside as well as inside.

What the setting needs to do to improve further

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

	Due Date
■ ensure teaching has a strong focus on meeting the needs of two-year-olds, to help them achieve the skills they need in readiness for the next stage in their learning	11/03/2016
■ consider the deployment of staff to ensure that they are readily available to meet the learning and development needs of younger children at all times.	29/01/2016

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

- create an environment that is reassuring and comforting to all children and fully supports their emotional development.

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 evaluated the quality of teaching and learning with the manager.
- The inspector held a meeting with the manager. He looked at relevant documentation, such as the plans for improvement and evidence of the suitability of staff working in the setting and those who are part of the committee.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Scott Oliver Thomas

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The manager regularly checks staff's knowledge and ensures all staff complete child protection training. Staff demonstrate a detailed knowledge of the child protection procedures. Recruitment procedures are robust. Staff are generally well qualified and there is a strong commitment to improving qualifications. The more qualified staff are starting to mentor those staff who are less skilled to help to improve their teaching. The manager has implemented a tracking system to monitor the progress of children. This has enabled her to identify children who are achieving below or beyond their expected level of development. The setting has a high number of two-year-olds attending. The manager has identified the need to review staff's teaching and the environment in order to meet their needs fully. However, the needs of two-year-olds are not yet consistently met by all staff. This is because staff do not always identify what children need in terms of support or they are busy doing other tasks. As a result, staff do not always identify younger children who need motivation to play and learn.

Quality of teaching, learning and assessment requires improvement

Staff provide a range of interesting activities. However, they are not always suitable for younger children to fully promote their communication, social and physical development. This means teaching is not focused enough on preparing younger children for their future learning. Staff are competent in making accurate assessments of children's progress. Parents are well informed about their children's next steps in learning and staff share activity ideas with them. Staff are starting to work with local schools to share teaching strategies, such as phonics. Therefore, older children are generally well prepared for school as they develop the skills they need.

Personal development, behaviour and welfare require improvement

Staff make fairly good use of the environment and space to provide a range of activities. However, they have not fully considered the care needs of younger children to provide a comforting environment which supports children's emotional development. Children go outside for part of the morning for fresh air and exercise. They are provided with healthy snacks, such as fruit and milk. This effectively supports their well-being. Children's behaviour is generally good. Staff reinforce good behaviour using positive rules and gestures. Parents are reminded of the importance of prompt attendance when they bring their children late. This ensures children benefit from the whole session in the playgroup. Staff are warm and caring. They support new children to separate from their parents sensitively. Children are learning to respect the needs of others.

Outcomes for children require improvement

The progress of two-year-olds is not yet good enough. Teaching and planning is not precisely focused on ensuring they develop all the skills they need. Older children's progress is generally good and they are developing appropriate knowledge and understanding in readiness for school. Gaps in children's learning are closing through individual learning plans that are supported well by staff.

Setting details

Unique reference number	218179
Local authority	Staffordshire
Inspection number	865717
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	30
Number of children on roll	25
Name of provider	Landywood Playgroup Committee
Date of previous inspection	12 January 2011
Telephone number	01922 414768

Landywood Playgroup was registered in 1992. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above, including one with a Foundation Degree in Early Years. The setting opens from Monday to Thursday, term time only, 9am to 12pm. It provides funded early education for two-, three- and four-year-old children. The setting cares for disabled children and those with special educational needs.

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