

# Wheatcroft Preschool Playgroup

St Michael's Church Hall, Filey Road, SCARBOROUGH, North Yorkshire, YO11 3AA



## Inspection date

28 January 2016

## Previous inspection date

24 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Strong, flexible settling-in procedures are tailored to meet the needs of individual children and their families. These support children to develop secure relationships with their key-person and become very settled in the playgroup.
- Staff provide a warm, welcoming environment, so that all children are happy and respected, and parents feel genuinely welcomed into the playgroup community.
- Children's individual learning needs are effectively supported through detailed liaison with parents, high staffing levels and staff's dedicated approach to their ongoing professional development.
- Effective links with other agencies and schools helps to safeguard children and promote continuity in their care and learning as they move on to school or to other settings.
- A well-planned and exciting indoor and outdoor environment means that all children make good progress, in all areas of learning, regardless of their individual learning styles and interests.

### It is not yet outstanding because:

- Some information about roles and responsibilities has not yet been effectively shared with recently co-opted committee members.
- Systems to monitor and improve the quality of teaching and learning are not yet fully embedded into practice and there are some minor inconsistencies in the recording and sharing of children's next steps.

## What the setting needs to do to improve further

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

- continue to enhance and share the induction information for new committee members so that they are all fully aware of their responsibility from the beginning.
- continue to develop monitoring and coaching systems to further improve the quality and consistency of teaching and learning.

### Inspection activities

- The inspector observed children taking part in a range of activities both indoors and outdoors.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision.
- The inspector carried out a joint observation with the manager and observed a range of teaching during free play sessions.
- The inspector took account of the views of parents spoken with on the day of inspection.
- 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 a sample of policies, procedures and certificates.

### Inspector

Elizabeth Patricia Edmond

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Comprehensive and well-organised policies, procedures and risk assessments are in place. Staff have a good understanding of their roles and responsibilities in keeping children safe from harm. Links with the children's centre further promote children's well-being. There have been considerable changes recently at committee level. However, all committee members have now been suitably vetted and the manager has quickly put together induction information. This has been shared with the majority of committee members to help them to understand their new role and responsibilities. Accurate self-evaluation and staff's dedication to training and academic study ensure insightful improvements are continually made to the quality of provision and practice.

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

All children actively engage with the well-thought-out and exciting range of resources indoors and out. Children confidently initiate and extend their own play and learning based on their own interests. Staff then skilfully step in to guide children's individual development through conversational questioning and dialogue. Staff model, repeat and extend children's vocabulary. This means that children use increasingly complex language to talk about their play. Parents confirm that their children's language skills have improved significantly since attending the playgroup. Staff delight in children's individual personalities and learning styles. Importantly, they are skilled in making sure that children get the personalised support that they need to help them to catch up where necessary. Children's skills are assessed on entry, and progress monitored to ensure that they all make good progress from their starting points and that any gaps in their learning are successfully targeted. A gradual change to planning systems, and a change of staff, has led to some inconsistencies in identifying children's next steps, however, monitoring is beginning to address this.

### Personal development, behaviour and welfare are good

Children are secure in the warm trusting relationships and they thrive on the sensitive support. Consequently they are relaxed, confident and very well behaved. Children develop high levels of independence, for example as they get themselves ready to play outside, hang their coat up afterwards and prepare their own snack. They learn to cooperate with their friends and they listen attentively to adults in small and larger groups. This helps children to be ready for the next stage of their learning and emotionally ready for school. Children learn to enjoy a healthy lifestyle. They develop a positive approach to being active in the outdoors and demonstrate considerable knowledge about healthy eating when they decide to go on a pretend picnic as part of their imaginative play.

### Outcomes for children are good

Careful monitoring and moderating, which includes useful feedback from school, enable the staff to plan an effective educational programme. This ensures that all children make at least good progress from their starting points. Any gaps in children's learning are effectively addressed so that they are ready for their future learning in school.

## Setting details

<b>Unique reference number</b>	400457
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1035219
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Wheatcroft Playgroup Committee
<b>Date of previous inspection</b>	24 March 2015
<b>Telephone number</b>	01723 363179

Wheatcroft Preschool Playgroup was registered in 1992. It employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and the manager has Early Years Professional status. The playgroup opens Monday, Tuesday, Wednesday and Friday, from 8.30am until 1pm during term time only. On Thursdays the playgroup is open from 8.30 until 4pm and on Friday afternoons there is a family play and learning session. The playgroup provides funded early education for two-, three- and four-year-old children and receives Early Years Pupil Premium funding in relation to relevant children.

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