

Woodlands Primary School Playgroup Committee

Alban Crescent, BOREHAMWOOD, Hertfordshire, WD6 5JF



Inspection date

29 January 2016

Previous inspection date

12 September 2008

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Inspirational leadership and the highly qualified staff help all children to make excellent progress in their learning and development. There are robust recruitment procedures in place to ensure all adults, including committee members, are suitable for their roles. Staff have in-depth supervision and complete continuous professional development.
- The quality of teaching is exceptional. Staff enthusiastically follow children's interests and help to bring learning to life. This helps all children to be exceptionally well engaged and excited to learn.
- Staff support children who speak English as an additional language extremely well. They expertly use a broad range of teaching skills to help children make connections in their learning.
- Home visits contribute to the excellent settling-in procedures. These help to ensure that children are exceptionally well supported emotionally from the start and when they transfer to nursery or school.
- There is a strong partnership with parents. They speak highly of the service provided and state that their children have come on in leaps and bounds. Parents also feel extremely well supported. They feel welcome at any time and value the very flexible settling-in process. Parents successfully engage in children's learning and in meaningful discussions about their development.
- Staff have excellent knowledge of children. Assessments are precise and checked closely to ensure that any gaps in learning are quickly identified and supported.
- There is highly effective partnership working at all levels. Staff work very closely with other professionals. This helps to enhance continuity of children's care and learning.

What the setting needs to do to improve further

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

- implement plans to extend even more opportunities for children to access all the resources and imaginative play areas outdoors.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector held meetings with the headteacher, the vice chairperson of the committee and the manager of the setting. She also spoke to staff and children at appropriate times during the inspection.
- The inspector looked at children's assessment records, planning documentation, and evidence of the suitability of committee members and staff working within the setting.
- The inspector looked at the provider's self-evaluation and a range of other documentation, including risk assessments and the safeguarding policy.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The management team gives children's welfare the highest priority. Staff have a comprehensive understanding of the procedures to follow if they have a concern about a child. The highly qualified staff team enhances all aspects of children's learning. Staff are enthusiastic and knowledgeable about their ongoing pursuit of purposeful training and the benefits this brings to children's learning. The manager and her staff are extremely reflective and driven in the pursuit of excellence. They have a strong partnership with the headteacher of the adjoining school. This helps to ensure that plans for the future benefit the long term welfare and learning for children. The management team recognises the need to ensure that children are able to access all areas and equipment in the extremely well-resourced outdoor area.

Quality of teaching, learning and assessment is outstanding

The highly skilled staff take full advantage of all opportunities for learning. They provide a rich, stimulating and vibrant learning environment. Staff create exciting experiences and help children to persevere at tasks, such as successfully making puppets. During the process, children's language and confidence is skilfully extended. Staff effectively provide challenges to help them make rapid progress. There is an excellent emphasis on children's learning through fun, first-hand experiences. For example, staff encourage children to be creative as they make kites outdoors. They extend their thinking by talking about the direction of the wind and how this can be used to fly their kites. Children love joining in with the lively music sessions, where staff provide excellent interactions and purposeful talking and listening takes place. Teaching highly motivates children to understand mathematical ideas. For example, they weigh and measure ingredients that they need, to make a variety of items linked to favourite stories and rhymes. Children have ample opportunities to draw and write, both indoors and outdoors.

Personal development, behaviour and welfare are outstanding

Staff expertly build on children's confidence to have a go. They warmly respond to children and praise them for their perseverance. This helps children to have a positive attitude to learning and to try new skills. Children behave exceptionally well; they help each other and take turns during their play. The small-group activities contribute to this along with activities to discuss children's different emotions. Children are supported to attend to their own personal needs and they learn very good independence skills. Children are encouraged to think about their safety during their play through skilful questioning. Children extend their play outdoors and enjoy fresh air every day.

Outcomes for children are outstanding

All children make excellent progress from where they started in their learning, including those who speak English as an additional language. They are extremely well prepared for their next stage in their learning, such as starting school.

Setting details

Unique reference number	130547
Local authority	Hertfordshire
Inspection number	854222
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	28
Number of children on roll	11
Name of provider	Woodlands Primary School Playgroup Committee
Date of previous inspection	12 September 2008
Telephone number	020 8953 2717

The Woodlands Primary School Playgroup Committee was established in 1992. It operates from the nursery classroom within Woodlands Primary School in Borehamwood. It is committee led. The playgroup is open each weekday during term time 12 noon until 3pm. It employs six members of staff. Of these, the manager and deputy hold appropriate early years qualifications at level 6. Two staff members hold Qualified Teacher Status. The playgroup supports children who speak English as an additional language.

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