

# Willford Village Playgroup

The Centre-Victorian Building, Main Road, Willford Village, Nottingham, NG11 7AL



## Inspection date

25 February 2016

Previous inspection date

19 April 2012

<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
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

- Staff are very positive about children and have high expectations for their learning. They clearly demonstrate that they understand how to observe individual children's learning and assess their stage of development. Staff interact well with children to guide their learning.
- Staff plan and provide a good range of support to help children to prepare themselves for their move on to school. They also provide a strong focus on helping children to develop the skills they will need for this next stage in their learning.
- Staff provide good opportunities and support for children to learn how to keep themselves safe.
- Managers effectively evaluate the quality of the playgroup to identify what needs to improve. This includes gathering the views of parents, carers and children and taking into account any suggestions they may have.

### It is not yet outstanding because:

- Staff do not consistently provide enough information for parents and carers so that they are fully informed of their children's progress and can more effectively support and guide their children's learning at home.
- Staff working with the younger children do not organise activities well enough to make the best use of the available space. Children sometimes leave an activity because of interruptions to their play.
- Staff are not yet using a system for tracking groups of children to enable them to accurately check on any differences or gaps in learning. This means they are not yet driving children's progress to the highest level.

## What the setting needs to do to improve further

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

- provide even more information to parents and carers to keep them well informed about their children's progress and help them to guide and support their children's learning at home
- consider the organisation of activities in the space used for younger children to fully support their concentration and engagement in play
- strengthen systems that monitor the progress of different groups of children to accurately identify any trends in the pace of learning and use this information to raise the progress that children make to a higher level.

### 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 manager.
- The inspector held a meeting with the manager and chair of the committee. She looked at relevant documentation, such as evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents and carers during the inspection and took account of their views. She also took account of the results from the recent parent and carer questionnaire.

### Inspector

Justine Ellaway

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff provide children with a safe and well-maintained environment in which to learn and develop. They carefully manage the safety of the premises as children arrive and depart from the playgroup. Staff are clear on how to manage any child protection concerns about children. Staff build good partnerships with other settings that children attend. They start to gather and share information as soon as children attend the playgroup. This ensures consistent support for children's learning and development. The performance management of staff helps to identify how they can continue to improve their practice. The staff team is well qualified and continually attend a good range of training. As a result, the quality of teaching is good.

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

Staff make good use of assessment information to check on the progress that individual children are making. They effectively identify any gaps in children's learning and plan activities to ensure they quickly close. Staff provide appropriate support for all children, including those who speak English as an additional language. They carefully plan what they want children to learn from their play, including during adult-led activities. Staff provide some daily information for parents and carers about the activities that children have enjoyed.

### Personal development, behaviour and welfare are good

Staff act as good role models so that children learn how to behave and positively interact with others. As children get older, staff provide good opportunities for them to develop their social skills further. Children learn to negotiate and accept the needs and opinions of others. Staff give appropriate reassurance and comfort to younger children as they settle within the playgroup. Staff provide lots of opportunities for children to learn about a healthy lifestyle. Children enjoy a healthy snack. They are able to give detailed explanations of why handwashing is important and the consequences of not doing this.

### Outcomes for children are good

All children make good progress from their starting points. Children develop their independence as they carry out tasks for themselves, including how to manage their personal care. Younger children persevere as they try to solve problems and fix things together. Older children are very good listeners and able communicators. They contribute well to discussions and recognise that they need to take turns. They have good concentration levels in group activities. Children develop their communication skills well. For example, they speak to each other through tubes during their pretend play. They respond to questions and offer good suggestions for alternative words in stories. Children explore and investigate as they hunt for bugs and work out how to make the compact disc player work.

## Setting details

<b>Unique reference number</b>	EY433595
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	853427
<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>	2 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Willford Village Playgroup Committee
<b>Date of previous inspection</b>	19 April 2012
<b>Telephone number</b>	0115 945 5463

Willford Village Playgroup was registered in 1972. It is run by a management committee. The playgroup employs 10 members of childcare staff. All of whom hold appropriate early years qualifications, including eight at level 3. The playgroup opens from Monday to Friday during term time. Sessions are from 9am until 12 noon Monday, Wednesday and Friday and 9am until 3.15pm Tuesday and Thursday. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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