

Woodlands Playgroup

Yarm Primary School, Spitalfields, Yarm, Stockton-on-Tees, TS15 9HF



Inspection date	26 April 2016
Previous inspection date	27 April 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

- Assessment information is used effectively to inform planning for individual children. As a result, all children, including those for whom English is an additional language, are challenged appropriately and so make good progress in their learning.
- Leadership is strong. The manager monitors the quality and impact of practice and uses this information effectively to identify where further improvements can be made.
- Partnerships with parents are good. Effective communication ensures that parents are kept well informed of their child's achievements and know how to support their learning at home.
- Children are happy, settled and making friends. They are learning about acceptable behaviours such as sharing, taking turns, listening to, and valuing, others. They are well prepared for school as a result.

It is not yet outstanding because:

- Formal observations to assess the quality of teaching are relatively new. Time is needed to ensure these are used regularly across the playgroup in order to improve the quality and impact of teaching further.
- During free play time there are not always sufficient resources available across the play space to enable children to practice and embed the new skills they have learnt in more focused activities. For example, opportunities to write independently are limited.

What the setting needs to do to improve further

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

- further enhance the learning environment for children through the provision of additional resources that allow children to practice and embed newly acquired skills during free play time.
- embed systems for supervision to ensure that staff receive the individualised support and training they need to reflect on and improve the quality of their teaching practice further.

Inspection activities

- The inspector observed activities in the main playroom as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with both managers.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the 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 policies, procedures, self-evaluation and improvement planning documents.

Inspector

Jayne Utting HMI

Inspection findings

Effectiveness of the leadership and management is good

The well-established staff team meet regularly to review their practice, check children's progress and set clear targets for improvement. Responsibilities are shared so all take an active role in securing best practice and promoting children's safety and welfare. This, along with the complementary work of partners, ensures safeguarding is effective. The use of available data as part of the self-evaluation process has ensured practice has improved rapidly since the last inspection. In particular, information about the progress of target groups across different areas of the curriculum is used well to inform on-going planning and to monitor impact. Good arrangements for supervision and checking on staff performance are in place. However, the implementation of formal observations needs time to embed in order to improve the quality and impact of teaching even further. Parents speak extremely highly of the playgroup staff. Without exception, all feel that their children are happy and making progress at this 'loving, supportive' provision.

Quality of teaching, learning and assessment is good

Staff work closely as a team. They know all of the children well, but are particularly aware of the learning needs of their key children. Staff make precise assessments of children's learning and have high expectations of what they can achieve. Staff plan and provide a variety of experiences to promote children's individual learning. Children are encouraged to be active learners, concentrating and persevering in order to complete tasks. In a planting activity, children are skilfully encouraged to think about what they need to do next to complete the task, solving problems for themselves. Another child concentrates hard on a sorting task using pebbles of different sizes. After many attempts, she succeeds at the task and thoroughly enjoys the praise she receives from staff for this achievement.

Personal development, behaviour and welfare are good

Children are happy, confident and independent learners due to the secure attachments they have developed with their key person. The impact of the setting's focus on the social and emotional development of children is evident. Children are kind to one another, and many are forming friendships ahead of their move to school. One child helps another to spell his name correctly, praising him for 'trying hard'. The environment is generally well planned. However, during free play time, opportunities for children to practice and embed some of the new skills they have learnt in adult-led activities are limited. For example, there are times when children's early attempts at independent writing are hindered by a lack of available resources across different areas of the playroom.

Outcomes for children are good

The setting's work with children who have special educational needs and/or English as an additional language is excellent. Staff can demonstrate that they have liaised with parents and other relevant professionals in order to support these children, with accelerated progress made. Planning for those children who display abilities above those typical for their age ensures these children continue to flourish and make progress. All children move on into school with confidence and are well prepared for this next challenge.

Setting details

Unique reference number	306012
Local authority	Stockton on Tees
Inspection number	1031733
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	60
Name of provider	Woodlands Playgroup Committee
Date of previous inspection	27 April 2015
Telephone number	01642 788066

Woodlands Playgroup is a committee run group and has been registered since 1992. It is located within the grounds of Yarm Primary school in the Yarm area of Stockton on Tees. The playgroup is opens five day a week, school term time only, from 9am to 3.30pm. There are seven members of staff working with the children, four of whom have relevant early years qualifications at level 3. One is an apprentice working towards her level 2. One member of staff has an early years leadership and management degree. One member of staff has a teaching degree.

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