

Willington Pre-School Playgroup

The Hawser Hut, 42 Castleway, Willington, Derbyshire, DE65 6BT



Inspection date

27 September 2016

Previous inspection date

15 April 2016

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------------|---|
| | Previous inspection: | Inadequate | 4 |
| 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

- The manager has high expectations of herself and staff and is committed to continual improvements. She has improved many aspects of practice within the setting recently. This has been complimented by parents, carers and external professionals.
- Staff give extremely good support to help children settle quickly when they are new to the playgroup. Staff skilfully distract children if they are upset and sensitively support them to join in with group play and the routines.
- Staff carefully plan adult-led activities to help children build on their prior knowledge and skills. They clearly identify what children will learn and how they will support this. Staff maintain a very good pace to the activities to keep children engaged.
- Staff provide a safe and well-organised environment. They organise furniture and equipment well within the rooms and the outdoor area to support children's play.

It is not yet outstanding because:

- Staff have not fully developed partnerships with other settings that children attend to ensure there is consistent support for their learning.
- Staff do not always share enough information about children's learning for parents and carers, so that they can support learning at home. They do not always encourage parents and carers to share their contributions about children's learning at home.
- Although staff regularly attend training, systems for professional development do not fully explore other options to coach and support staff to help in raising their teaching to exceptional levels.

What the setting needs to do to improve further

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

- enhance the supervision of staff and provide highly focused professional development that improves the quality of teaching further and secures the highest levels of achievement for all children
- strengthen the partnerships with other settings that children attend and share more information that provides consistent support for children's learning and development
- enhance the information that is shared with and gathered from parents and carers about children's learning and development at home.

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 joint observations with the manager.
- The inspector held a meeting with the manager. 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.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There are clear procedures in place to manage any concerns about children's safety or welfare. Staff engage well with external agencies to regularly share information that promotes children's needs. The outdoor space is well organised so that children playing on physical play equipment do not pose a hazard to others. There is a broad range of very useful checks in place to ensure that practice is effective. Staff make very good use of regular meetings to ensure they are consistent in assessing children's stage of development. The manager carefully monitors the progress of children to identify where staff need to focus their planning. Staff value feedback from parents and carers and they and make good use of this information to improve their practice. Staff have attended a broad range of well-targeted training to develop their knowledge.

Quality of teaching, learning and assessment is good

Staff provide a good range of activities and organise the session very effectively to promote children's learning. Group activities are well planned to meet the needs of the children participating, for example, providing a short circle time for younger children. Staff carefully plan activities to teach children the skills they need in preparation for school. They have useful conversations with the local school to review whether they need to provide any additional focus. Staff make accurate assessments of children's learning and know what children need to learn next. Staff have friendly relationships with parents and carers. They provide daily feedback about the activities children have enjoyed.

Personal development, behaviour and welfare are good

All staff are extremely positive and welcoming. This helps all children to grow in confidence and form strong bonds with staff. Staff working with the younger children are very calm and sensitive to their needs. Routines, such as nappy changing, are extremely well managed to support children's emotional well-being. Staff sensitively wait until children have finished what they are doing and chat to them throughout the procedure to reassure them. They skilfully recognise when children need support during play. Staff provide consistent and meaningful praise to help children recognise when they behave well, their efforts and achievements. Children learn about important values, such as using good manners, through planned activities.

Outcomes for children are good

All children make good progress in their learning. Younger children rapidly develop in their social and emotional development due to the very effective support. Older children have very good social skills and are learning to make their needs known. Children demonstrate good self-care skills. They recognise when they need a rest and take themselves to a quiet area. Having participated in an activity about brushing teeth, they remember this and remind parents and carers at home. Children of all ages are very motivated to learn and can sustain their own attention for long periods of time. They make purposeful decisions when deciding what to do during free play or when choosing additional resources to extend their play.

Setting details

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|--|---|
| Unique reference number | 206905 |
| Local authority | Derbyshire |
| Inspection number | 1049639 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 42 |
| Name of registered person | Willington Pre-School Playgroup Committee |
| Registered person unique reference number | RP522226 |
| Date of previous inspection | 15 April 2016 |
| Telephone number | 01283 704081 |

Willington Pre-School Playgroup was registered in 1992. The pre-school opens Monday to Friday, during term time only. Sessions are from 9.15am until 3.15pm. There are eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. One member of staff is a qualified teacher. The pre-school provides funded early education for two-, three- and four-year-old children.

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