

Woodthorpe Pre-School Playgroup

Woodthorpe Primary School, Summerfield Road, York, North Yorkshire, YO24 2RU



Inspection date

13 July 2017

Previous inspection date

28 February 2013

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

- Key persons are facilitated well. Settling-in arrangements are thoughtfully planned to support children's emotional well-being. Children have positive relationships with staff and are very self-assured.
- The indoor and outdoor environments are well designed, vibrant and stimulating. Children are resourceful and use the interesting resources imaginatively. They are inquisitive and confidently follow their own interests and explore their surroundings.
- Staff support children to solve problems well. For example, they challenge children to find out why they are unable to manoeuvre vehicles through a tunnel. Children quickly establish that the tunnel is blocked and rectify the problem.
- Staff work very well as a team and meet regularly to share ideas and support each other. They frequently complete additional training, which helps them to extend their knowledge, skills and understanding of practice further.
- Partnerships with parents are good. Staff share relevant information efficiently and provide parents with details of how they can support children's learning at home.

It is not yet outstanding because:

- Information exchanged with other settings that children attend is not sufficiently focused on children's learning and achievements elsewhere to enable staff to fully complement their learning.
- The manager does not yet monitor the progress of different groups of children to fully evaluate the impact of teaching practices.

What the setting needs to do to improve further

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

- obtain more detailed information about children's learning and achievements in other settings to promote consistency and enable staff to fully complement children's learning
- develop systems to monitor the progress of different groups of children and evaluate the effectiveness of teaching.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching during activities indoors and outside, 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. She looked at relevant documentation and evidence of staff suitability.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

Inspector
Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff are well qualified. They have a good understanding of how children learn and use this to deliver high-quality learning experiences for children. The manager supervises staff efficiently to ensure that they fully understand their roles and responsibilities. Overall, she works closely with staff and local authority advisers to successfully address weaknesses and drive continued improvement. The views of children and parents are considered well to ensure that planned developments are pertinent. The arrangements for safeguarding are effective. Staff are knowledgeable about child protection matters and know how to raise concerns to the relevant authorities. Risk assessments are thorough and used well to identify and minimise any potential hazards.

Quality of teaching, learning and assessment is good

Children are keen learners who are eager to join in with activities and discussions. They are developing good control over one-handed tools and competently use scissors to make snips in paper. Staff are skilled and interact well to guide, stretch and extend children's learning. They ask a wide range of questions and encourage children to talk about their ideas and intentions. Children play imaginatively and become engrossed as they pretend to make a cherry cake. They concentrate intently as they transport soil and fill and empty containers. Staff model role play and make suggestions about how children can develop their storyline. They help children to count, identify shape and discuss quantities in order to support their developing mathematical skills. Staff know children well. They use precise observation and assessment to monitor children's progress and plan for their ongoing learning.

Personal development, behaviour and welfare are good

Children are polite and behave well. Staff use positive praise and encouragement to support children to gain an understanding of the rules and boundaries. They help children to consider the feelings of others and resolve minor disagreements amicably. Staff promote healthy lifestyles effectively. Children intuitively wash their hands before enjoying a nutritious snack. They have free access to outdoors, where they have a wonderful time energetically chasing each other and expertly climbing apparatus.

Outcomes for children are good

All children make good progress in their learning and those who speak English as an additional language are supported well. Children are strong communicators who use talk to recall and relive past experiences. They develop friendships with others and know how to take turns and share fairly. Children count in sequence and use positional language. They have a positive attitude to learning and are developing key skills in readiness for school and nursery.

Setting details

Unique reference number	EY308356
Local authority	York
Inspection number	1064744
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	47
Name of registered person	Woodthorpe Pre-School Playgroup Committee
Registered person unique reference number	RP525590
Date of previous inspection	28 February 2013
Telephone number	07749 247451

Woodthorpe Pre-School Playgroup registered in 2005. The setting employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday during term time. Sessions are from 8.45am to 11.45am each day and from 12.30pm to 3.30pm Monday to Thursday. A lunch club operates from 11.45 to 12.30pm each day, except for Fridays. The setting provides funded early education for two-, three- and four-year-old children.

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