

# Henwick Playgroup

Oldbury Park School, Oldbury Road, Worcester, Worcestershire, WR2 6AA



## Inspection date

7 November 2017

Previous inspection date

3 March 2015

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

- Overall, managers have a clear understanding of their key responsibilities. They ensure staff effectively implement a range of records, documents and policies. This helps to safeguard children and promote their welfare.
- Staff understand how young children learn. They provide a range of suitably challenging and enjoyable experiences which helps to meet children's individual learning needs.
- The environment is stimulating and engaging, indoors and outside. Staff help children to enjoy attending and have fun. Children are motivated to play, explore and learn.
- Staff are caring and friendly. An effective settling-in and key-person system helps staff get to know children and their families well from the outset. Children develop strong bonds with key staff. They are very settled, happy and relaxed.
- Partnership working is good. Staff share a detailed two-way flow of information with other providers, professionals and parents. This helps to promote continuity in children's care and learning.

### It is not yet outstanding because:

- Managers do not focus staff's professional development sharply on further developing their teaching skills. At times, children do not consistently benefit from the best possible learning outcomes.
- Managers do not make the best use of self-evaluation to help raise the overall quality of the provision to the highest level. They do not fully include the views of staff in setting clear targets for future development.

## What the setting needs to do to improve further

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

- strengthen staff's professional development and focus more sharply on developing their teaching skills to help consistently promote the best possible outcomes for all children
- extend self-evaluation and fully include the views of staff in setting clear targets for future development to help raise the overall quality of the provision to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the playgroup.
- The inspector held a meeting with the playgroup management team and looked at relevant documentation.
- The inspector checked evidence of the suitability of staff working in the playgroup.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a clear understanding of safeguarding legislation and guidance. They are alert to different signs and symptoms of child abuse or neglect, and know how to act on any concerns. The environment is subject to daily safety checks, indoors and outside. Staff ensure that all of the toys, resources and equipment in use are clean and suitable for purpose. This helps to protect children from different types of harm. Most staff are well qualified and any staff unqualified are encouraged to upskill. Managers supervise staff and provide them with some training opportunities to refresh their knowledge, such as safeguarding and first aid. This has a particularly positive impact on the quality of care children receive.

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

Staff routinely observe children and assess their abilities. They use what they know about children's progress and interests to shape activities. For example, staff recognise children enjoy being creative. Children complete chalk drawings, paint pictures, build models from construction materials and make collages. Staff model how to use different tools and resources. They also talk to children about what they are making and add explanations to their learning. This helps to enhance children's physical and language skills, and broaden their understanding of the world. Managers understand the importance of monitoring children's progress and do so effectively, helping to ensure no child falls behind.

### Personal development, behaviour and welfare are good

Staff effectively promote children's physical and emotional well-being. Children learn about the importance of living healthily. Staff offer children nutritional snacks and talk to them about the benefits of eating well. Staff encourage children to adopt good cleanliness and hygiene routines. Staff also promote plenty of fresh air and exercise. Children enjoy playing outside. They confidently ride around on scooters, throw or kick balls and climb on the low-level play equipment. Staff support children to adhere to their simple behaviour boundaries. They frequently talk to them about what they expect. Staff are encouraging and will often praise children and value their efforts. Children behave very well. They are respectful and display good levels of self-esteem.

### Outcomes for children are good

Children acquire the skills they need for the next stage of their learning and eventually school. For example, children listen to staff and follow instructions. They enjoy the responsibility of helping staff with small tasks. Children are confident and independent. They can make choices about what they want to do and manage their own care needs with minimal support. Children are developing good literacy and mathematical skills. For example, children capably identify their own names and they can form recognisable letters when writing. They enjoy reading and can talk about what might happen next in stories. They competently identify two-dimensional shapes and talk about their properties. They can count objects and work out the total number when adding or taking one away.

## Setting details

<b>Unique reference number</b>	205382
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1089915
<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>	24
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Patricia Watton and Carole Denning Partnership
<b>Registered person unique reference number</b>	RP905828
<b>Date of previous inspection</b>	3 March 2015
<b>Telephone number</b>	01905 424878

Henwick Playgroup registered in 1992. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including the managers. The playgroup opens from Monday to Friday during school term time. Sessions are from 9am until 11.45am. The playgroup provides funded early education for three- and four-year-old children. There are close links with the primary school where the playgroup is based.

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