

Woodland Playgroup

Methodist Church Hall, High Street, EPPING, Essex CM16 4BD



Inspection date	17 October 2018
Previous inspection date	10 July 2014

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

The provision is good

- The manager and her staff are enthusiastic, and work well together as part of a friendly and motivated team. There is an ongoing commitment to raising standards and delivery of the highest-quality provision for children and their families.
- Staff know children well. They talk confidently about where children are in their learning and development, and what they need to do to support their continuing progress. As a result, children make good progress.
- Children develop warm and affectionate relationships with staff. They are happy, settled and enjoy their time at the playgroup. They develop confident social skills in readiness for school.
- Partnerships with parents are a key strength. Staff forge close links with parents and keep them well informed about children's development and well-being. Parents praise the staff team highly for the care and attention they give their children.
- Staff are positive role models for children and manage behaviour well. They encourage children to use good manners. Children are polite and friendly. They learn to be tolerant, respectful and kind.

It is not yet outstanding because:

- Sometimes, staff overlook opportunities to extend children's thinking skills to higher levels.
- Staff's professional development is not highly focused on raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- provide children with more opportunities to link their thoughts and develop their own ideas
- make the best possible use of professional development opportunities and identify where the quality of teaching can be further improved.

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 spoke with a number of parents during the inspection and took account of their views.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector completed a joint observation with the playgroup manager.
- The inspector spoke with staff and children during the inspection.

Inspector

Clair Stockings

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff complete child protection training and understand their responsibilities to keep children safe. Risk assessments are ongoing, to ensure that any potential hazards are identified. Staff are deployed effectively to supervise children. Staff work well together. The enthusiastic manager encourages staff to share ideas during their regular meetings. She analyses children's progress, including for the different groups of children that attend. This helps her to identify any gaps in provision and where children may need additional support. Self-evaluation is effective. The manager encourages and acts on feedback from children, parents, staff and advisers to improve the service continually. Parents are complimentary about the playgroup and feel that their views are actively considered.

Quality of teaching, learning and assessment is good

Staff use their observations and assessments of children's development to plan interesting activities that engage them effectively. Staff respond well to children's choice of activities, moving around to deploy themselves effectively to support them well. They get down to the children's level and sensitively participate in children's play. Staff interact purposefully. They talk to children, ask them questions as they play, and demonstrate that they value children's responses. Staff provide opportunities for children to look at books independently and to listen to stories. Staff actively seize opportunities to incorporate mathematical learning. For example, during play with dough, staff support children to identify numbers and recognise colours and shapes.

Personal development, behaviour and welfare are good

Children and their families receive a warm welcome when they arrive at the playgroup. Children separate from their parents with ease and have positive relationships with staff. They move around the hall with confidence, demonstrating that they feel secure. Staff organise the space well so that children make independent choices about where they play and explore. Behaviour is good as staff provide effective role models through being calm and kind. They offer warm praise and gently support positive behaviour as children play. Children experience a sociable snack time as they sit alongside staff and their peers, and share home experiences. Staff support children to make healthy food choices. They encourage them to try a range of different fruit and vegetables and promote their health benefits during snack time. Children have regular opportunities to be physically active outdoors.

Outcomes for children are good

All children make good progress given their starting points and capabilities. Children communicate confidently and considerately with each other, staff and visitors. They learn to share and take turns. Staff support children to count and talk about shapes as they play, which helps them to develop good mathematical skills. Older children are beginning to recognise the sounds that letters represent and to write their names. Children show good levels of independence and are keen to do things for themselves. They acquire useful skills that prepare them well for the next stage of their learning and the eventual move on to school.

Setting details

Unique reference number	EY470237
Local authority	Essex
Inspection number	10069348
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	13
Name of registered person	Levison, Robyn
Registered person unique reference number	RP906774
Date of previous inspection	10 July 2014
Telephone number	07790820297

Woodland Playgroup registered in 2014. The playgroup employs five members of staff. Of these, two hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during term time. Sessions are from 9.30am until 12.30pm.

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