

# Walesby School

## Playgroup

Walesby Primary School, New Hill, Walesby, Newark, Nottinghamshire  
NG22 9PB



<b>Inspection date</b>	28 February 2019
Previous inspection date	15 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

#### This provision is good

- The manager and staff reflect on and evaluate their practice. For example, they identified through feedback that when children moved on to school they were struggling at lunchtimes. The manager implemented a cooked meal once a week for all children to help build on their skills, such as sitting together on a larger table and using a knife and fork. This helps to build on children's confidence and self-esteem and prepare them for their move through to school.
- Partnerships with parents have a positive impact on children's learning and development. There are good two-way systems for sharing information about children's needs and achievements. Staff work hard to involve and support parents with their child's learning at home. For example, they have several story sacks and books that families can borrow.
- Staff are experienced and qualified and understand how children learn through play. They complete observations and assessments of children's development regularly and use the information gained to identify appropriate next steps in learning. Children make good progress in all areas of their learning.
- Staff provide a safe and clean environment for children to play in daily, and they risk assess all areas that children have access to. Children have lots of fresh air and exercise, promoting their good health. They choose if they would like to play inside or outside, which further supports children who prefer to learn outside.
- The manager does not monitor the impact that extra training and support provided to children in receipt of additional funding or those identified as needing early intervention has on children's development.
- Sometimes, staff are over enthusiastic with their use of questioning and do not consistently give children full support to extend their thinking skills.

## What the setting needs to do to improve further

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

- sharpen the monitoring of children's progress to evaluate the impact that extra training and support provided specifically to children in receipt of additional funding or those identified as needing early intervention has on their development
- strengthen staff's questioning techniques to help challenge children's learning even further.

### 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 observed staff's interactions with the children, including a planned circle time activity, and evaluated these with the manager.
- The inspector held discussions with the manager and staff at appropriate times during the inspection. She reviewed evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at a range of documentation, including the nursery safeguarding procedures, and children's observation and assessment records. She also reviewed the playgroup's evaluation documents and discussed other methods of reflective practice.

**Inspector**  
Carly Polak

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are alert to the different indicators that suggest a child may be suffering from harm. They know which agencies they need to refer concerns to, including any worries about the conduct of a colleague. The manager supports staff well through providing regular opportunities to review their practice and provide helpful feedback. Furthermore, the manager plans regular staff meetings, during which professional development needs are identified and staff are provided with information around good practice and legislation. This means that staff are kept up to date with any changes to legislation and helps to maintain the good-quality provision.

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

Staff interact with children positively, joining in with their play and extending their learning. Staff know the children well and skilfully plan activities to help meet their needs. For example, circle time is split into groups based on the children's differing abilities. This enhances children's listening and attention skills effectively. Children develop further key skills during this activity, including their concentration, waiting for a turn and being confident to speak in small groups. Staff carefully plan an environment that supports children's early literacy development. They ensure pens, paper and clipboards are available in the different areas. Children use these to draw the towers they make with blocks and write shopping lists in the role-play area. They have plenty of opportunities to enhance their physical development. For example, children ride bicycles and scooters. Furthermore, they strengthen their small hand muscles as they use tongs to pick up small soft balls and squash the dough with their fingers.

### Personal development, behaviour and welfare are good

Staff have close relationships with parents, which helps to contribute to children feeling safe and secure in the playgroup. Children behave very well and clearly understand the routines. For example, when staff ask children to stop and wiggle their fingers, children do so immediately. They understand there is going to be a change in routine shortly after. Staff use everyday opportunities to ensure children's similarities and differences are valued. They use a range of books and resources to help children learn about different cultures and religions beyond their own. Furthermore, children explore their community and mix with a range of people as they visit cafes, shops and the village hall. They enjoy spending time with older people and listening to their stories.

### Outcomes for children are good

All children make consistently good progress in their learning and development from their starting points. They are motivated and enjoy exploring the activities set out. Older children are well prepared for their move on to school. They demonstrate good social skills as they play cooperatively together and help younger children to manage some of their own conflicts. Children develop a range of mathematical skills as they 'plant flowers' to sell in the shop. They talk about the different coloured flowers, their shape and size, and discuss how much each plant will cost. They are starting to understand and identify what 'one more' or 'one less' is when they count.

## Setting details

<b>Unique reference number</b>	EY271979
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10065287
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Walesby School Playgroup Committee
<b>Registered person unique reference number</b>	RP521761
<b>Date of previous inspection</b>	15 July 2015
<b>Telephone number</b>	01623 860575

Walesby School Playgroup registered in 2003. The playgroup employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday term time only. Sessions are from 8.45am until 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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