

# Woolaston Under Fives

Netherend, Woolaston, LYDNEY, Gloucestershire GL15 6PH



<b>Inspection date</b>	26 April 2019
Previous inspection date	7 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers reflect well on the provision and monitor staff to make sure they have opportunities to develop skills and continue their professional development. Recent training on planning has supported staff in providing engaging activities that meet children's interests well. Children make good progress in their learning.
- Staff have strong relationships with parents and regularly share information with them about children's learning, including through daily talks at the start and end of sessions, parents' meetings and children's online learning journals. Children benefit from consistent experiences in the setting and at home that support their development well.
- Children's behaviour is exceptional. They support each other extremely well, readily sharing toys and resources, or playing cooperatively in role play. Staff are excellent role models, offering well-timed reminders about sharing and consistently praising children's efforts. Children are highly confident in their interactions with others and have superb self-esteem.
- Key persons make accurate assessments about children's achievements, monitoring their progress well. They quickly recognise when children may need extra support. All children, including those with special educational needs and/or disabilities, make good progress in their learning.
- Staff provide highly stimulating play spaces for the children indoors and outdoors. They make sure all equipment, toys and resources are readily accessible to the children. Children are superbly confident in making decisions about what they want to play with and concentrate extremely well on self-chosen activities.
- Staff sometimes miss opportunities to engage other children in activities, as they are concentrating on the children they are working with.
- On occasions, staff miss that children are finishing tasks, such as hand washing, and start the group snack time without them.

## What the setting needs to do to improve further

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

- make sure staff recognise, acknowledge and include children when they want to join in with activities
- support staff to be more aware of where children are and make sure they are ready to engage with group activities from the outset.

### Inspection activities

- The inspector observed activities and staff interactions with children indoors and in the outside learning environment.
- The inspector spoke to the children and staff at appropriate times, and held discussions with the manager and committee chairperson.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in parent questionnaires.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including children's records, staff suitability to work with children, qualifications and policies and procedures.

#### Inspector

Anita McKelvey

## Inspection findings

### Effectiveness of leadership and management is good

Managers and staff seek the views and support of parents, children and staff regularly. For example, the playgroup has undergone recent renovations in the outdoor area, which involved help from parents and others to reorganise the play equipment and replace the damaged grass. Staff help parents to support children's learning at home. For example, they provide activity packs for parents to use at home to extend children's learning further. Safeguarding is effective. Staff know to act quickly to keep children safe, including recording and referring concerns if they notice signs that may indicate a child is at risk of harm.

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

Staff teach children well and plan effectively for their next steps in development. They support children to develop ideas and thinking. For example, as they read stories together, staff encourage children to predict what might happen next. Staff support children's early literacy skills well. For example, they ask children if they can find the plastic letters to make up their names, encouraging them to put them in the right order and then sound them out. Children develop good physical skills. For instance, they enjoy climbing the trees in the outdoor area and take part in yoga, learning to balance on different parts of their bodies.

### Personal development, behaviour and welfare are outstanding

Children show tremendous consideration for others. They offer comfort when others are upset at the start of the session. Children are proud of their achievements and staff show they value children's efforts wonderfully. For example, they help children take photocopies of their creations, which children proudly show to their friends and other adults. Children manage their emotions extremely well, helped by consistent messages from staff. For instance, staff let children know when there are five minutes left to play, so when they are told to put things away, children stop and help brilliantly. Children listen intently to others and show curiosity and imagination as they play. They create elaborate role play as they climb in and around the wooden pirate ship, using binoculars to hunt for 'treasure'. Children show excellent understanding of good hygiene routines and the importance of a healthy diet. For example, they do not need reminders for washing their hands after using the toilet, and recognise that chocolate is best as a treat.

### Outcomes for children are good

Children are motivated and eager to learn. They use creative language as they develop storylines for their play. For example, they pretend the baby doll is ill and have to call the doctor to make her better. Children use objects to represent other things, for example they use the plastic balls and pretend they are pocket monsters. Children count and recognise numerals from one to 10 as they work together to place numbered bean bags in order. Staff help children prepare for the move to school. For example, children enjoy choosing hot meals from the school lunch menu, visiting the Reception class and using the school playground.

## Setting details

<b>Unique reference number</b>	EY418248
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10063065
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Woolaston Under 5's Committee
<b>Registered person unique reference number</b>	RP911467
<b>Date of previous inspection</b>	7 July 2015
<b>Telephone number</b>	01594 529146

Woolaston Under Fives registered at the current building in 2011. The playgroup offers care from 9am to 3pm, Monday to Friday, during term time only. There are six members of staff who work with the children. Of these, the manager holds qualified teacher status, one member of staff holds an appropriate childcare qualification at level 5, three hold level 3 and one holds level 2. The playgroup receives funding to provide free early education for children aged two, three and four years.

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