

Westfield Community Playgroup

Westfield County Primary School, Clayton Crescent, Runcorn, Cheshire
WA7 4TR



Inspection date	13 May 2019
Previous inspection date	15 September 2015

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leadership and management are good. Effective partnerships with a range of professionals are continually improving staff's knowledge of how to support children, including those with special educational needs and/or disabilities (SEND). Staff attend moderation meetings with other settings to share assessments of children's attainment. This helps to ensure that their assessments are reliable and accurate.
- The bright, inviting and well-equipped indoor space contributes towards children's independence. For example, children can make choices from appealing toys and equipment. It is complemented by an interesting outdoor area, which provides a wide range of activities for children who prefer to learn outdoors.
- Children are extremely settled and respond excellently to staff instructions, encouragement and praise. Staff have high expectations of children and are very good role models.
- Children show high levels of curiosity, imagination and concentration. Younger children enjoy building an imaginary house with toy hammers. They happily fill and empty various containers with coloured rice. Older children set up a tea party for their friends in the outdoor area and practise hitting balls with tennis rackets.
- Parents praise the welcoming staff for keeping them well informed about their children's progress. They comment that they enjoy the homework activities and feel well supported to extend their children's learning at home.
- Activities are well planned and help children to make good progress. However, sometimes, children are not encouraged enough to further develop their understanding of letters and the sounds they represent.

What the setting needs to do to improve further

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

- provide more opportunities for all children to develop their understanding of letters and the sounds they represent.

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 staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector spoke to 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.

Inspector

Olivia Barnes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of what constitutes a safeguarding concern and what they should do about any issues. Managers are knowledgeable, ambitious and well organised. Staff are encouraged to undertake training and keep up to date with new initiatives. This helps them to meet the needs of the children they are caring for. Self-evaluation is accurate and includes the views of parents and children. The playgroup has recently introduced a parent app. This has helped to further improve communication links with home. The manager is passionate about improving the outcomes for children. For example, leaders are planning to build an outdoor canopy to keep children protected when playing outside in the sun. Groups of children are carefully monitored, and individual plans are put in place to ensure that children receive any required intervention and support.

Quality of teaching, learning and assessment is good

Children lead their learning and staff leave plenty of opportunities for them to make their own choices during play. Staff get actively involved with the children. This helps to excite and engage them in their learning. Staff plan a vast array of stimulating learning experiences that ignite children's curiosity. Children quickly become immersed in planned activities. For example, during group time, children enjoy taking turns to choose a prop and guess which nursery rhyme it represents. Staff know children well and use their interests to engage them in conversations. There is a sharp focus on developing children's communication and language skills, for example, through singing songs and reading stories. Mathematical skills are actively promoted. Younger children work together to catch a specific number of coloured balls, using large scoops in the water tray. Older children enjoy playing board games and successfully match numbered dogs to the correct amount of bones.

Personal development, behaviour and welfare are outstanding

Children have extremely positive relationships with staff and they thoroughly enjoy spending time together. They show high levels of confidence and delight in singing songs independently in front of the group. Children are becoming increasingly confident communicators in both small and large group situations. They willingly share their exciting news. They play harmoniously together, taking turns to play tennis and sharing equipment. They show high levels of cooperation and respect for each other. Children relish opportunities to help staff, such as collecting the correct amount of cups for their table at snack time. Children confidently manage their own toileting needs and know where to place their belongings on arrival. All children develop a positive attitude towards leading a healthy lifestyle.

Outcomes for children are good

All children, including those with SEND, make good progress from their starting points. They develop the key skills needed for their next steps in learning and eventual move to school. Parents say they are delighted with the progress that children are making, particularly with their speech and social skills.

Setting details

Unique reference number	303491
Local authority	Halton
Inspection number	10063148
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	18
Name of registered person	Westfield Community Playgroup Committee
Registered person unique reference number	RP528923
Date of previous inspection	15 September 2015
Telephone number	01928 591685

Westfield Community Playgroup registered in 1998. It employs four members of childcare staff. Of these, three hold appropriate early years qualifications from level 3 to 6. The playgroup opens from Monday to Friday during term time only. Sessions are from 8.45am to 11.45am, Monday to Friday, and from 12.30pm to 3.30pm on Monday, Tuesday and Wednesday. The setting provides funded early education for two-, three- and four-year-old children.

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