

# Wickersley Community Playgroup

286 Bawtry Road, Wickersley, Rotherham S66 1JJ



## Inspection date

15 May 2019

Previous inspection date

12 January 2016

| 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

### This provision is good

- Staff create a warm and very welcoming environment. They successfully encourage children to settle securely into routines and make the most of all the playgroup offers. Children develop positive levels of self-confidence and awareness.
- The well-qualified manager provides passionate and purposeful leadership. She and her experienced staff are ambitious to achieve a high quality of provision in supporting the children in their care. They reflect on the views of children, staff and parents in planning future developments.
- Staff are very good role models who know the children and their families well. Children's behaviour is good and they learn to be aware and considerate of the needs of others. Staff are vigilant and have a good understanding of procedures to keep children safe from harm.
- The staff have a good understanding of how children develop. The main playroom and outdoor area, which must be set out and put away each session, are well organised to make good use of bright and colourful resources for supporting different areas of children's learning. For example, children enjoy participating in planting flowers and vegetables in their garden and greenhouse, and nurturing them until they are ready to harvest.
- Staff make good use of any specific funding to help all groups of children achieve their potential. Staff have high expectations for children's independence in their play and learning. Consequently, children are very well prepared for the next stage of education, including starting school.
- Parents hold the staff and the provision in high regard. They receive a good range of information on their children's progress and are particularly positive about the good progress children make in developing their social skills and self-confidence.
- Staff do not consistently promote children's emerging awareness of shape in their environment and the vocabulary to describe it.

## **What the setting needs to do to improve further**

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

- strengthen strategies for promoting children's awareness of shape in their environment and developing an appropriate mathematical vocabulary.

### **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 joint observations with the manager.
- The inspector held discussions with the manager. He looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

#### **Inspector**

Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge and understanding of child protection procedures. They know how to identify signs that children may be at risk from harm and how to record and act upon them. There are robust procedures to check staff's suitability to work with children and the manager ensures staff regularly have access to current training. Professional development arrangements are rigorous and have improved since the last inspection. They are focused on evaluating and strengthening the quality of staff's teaching through, for example, first-hand observations and regular discussions based on analysis of children's achievements. Staff are reflective and work well with other professionals, including local authority early years staff, to further develop their practice. Staff work closely with other settings children attend to support continuity in learning and they encourage a smooth transition to school.

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

Staff make use of information from parents to identify children's starting points and plan for their future learning. They carefully observe children's progress and plan activities to challenge and support their future development based on their interests and enthusiasms. For example, children develop their awareness of mixing colours when they create large and impressive paintings based on their interests in dinosaurs and superheroes. Children's scientific curiosity is stimulated by first-hand investigations of the life cycle of the butterfly and frogs or careful observations of bugs in the garden. They extend their understanding during role play, dressed as bees or ladybirds. Staff help children to deepen their understanding by, for example, asking very well-considered questions. They develop children's thinking and reasoning well. Parents particularly comment on the wide range of songs, action rhymes and stories children surprise them with at home that they have learnt at the playgroup.

### Personal development, behaviour and welfare are good

The key-person role is very well established and strongly supports the children's smooth start to their playgroup experience. Children are encouraged to be gentle and thoughtful towards each other. For example, they help each other to cut their fruit at snack time or put on shoes and coats. Staff help children to listen carefully to each other and to play well together. Children's social skills are enhanced by the regular visitors to the setting, such as the local library staff to sing songs and share stories. Staff encourage children to be physically active and to climb, run and jump with confidence. They involve them in teeth-cleaning activities to promote dental health. Staff help children learn about the cultural diversity of modern Britain and promote tolerance and understanding.

### Outcomes for children are good

Children are well prepared for starting school. Staff analyse children's achievements and act promptly to boost their learning when required. Staff provide effective support to children with special educational needs and/or disabilities. Children count accurately and make very good progress in developing their early addition and subtraction skills. Children develop imagination and curiosity in their creative play.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY384002  |
| <b>Local authority</b>                           | Rotherham   |
| <b>Inspection number</b>                         | 10074178  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises                  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                             | Sessional day care                                  |
| <b>Age range of children</b>                     | 2 - 3   |
| <b>Total number of places</b>                    | 24  |
| <b>Number of children on roll</b>                | 22  |
| <b>Name of registered person</b>                 | Wickersley Village Hall Playgroup Committee         |
| <b>Registered person unique reference number</b> | RP907567  |
| <b>Date of previous inspection</b>               | 12 January 2016                                     |
| <b>Telephone number</b>                          | 07870315971   |

Wickersley Community Playgroup registered in 2008. The playgroup employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until midday. The playgroup provides funded early education for two-, three- and four-year-old children.

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