

Woodlands Playgroup

Yarm Primary School, Spitalfields, Yarm, Stockton-on-Tees TS15 9HF



Inspection date	20 May 2019
Previous inspection date	26 April 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The well-qualified and experienced management team and staff are ambitious, dedicated and highly committed to the ongoing improvement of the playgroup. They use self-evaluation effectively to reflect on achievements and make plans for development which support continual development.
- Staff accurately assess children's skills, knowledge and understanding. They plan effectively to build on children's interests and skills to ensure that they make good and, at times, excellent progress. High-quality information is gathered from parents when children first start attending, to provide continuity in children's development.
- Staff have children's welfare and personal development at the heart of their practice. Children's emotional well-being is given the highest priority. For instance, to enable children to settle in quickly, staff use children's interests and purposefully choose resources to accommodate their individual needs.
- Parents are very positive about the care and consideration that staff show towards their children. They are well informed about the progress their children make and ways in which they can help them.
- The playgroup has excellent partnerships with childminders and staff in local nurseries and schools where children also attend. The management team is proactive in obtaining and sharing information to support children's learning and development.
- Children are provided with exciting resources and activities that they are highly motivated to engage with and take part in.
- Staff help children learn to keep themselves safe. For instance, staff remind children to take care when negotiating steps into the outdoor area.
- Occasionally, staff do not provide children with enough opportunities to extend their thinking and problem-solving skills to the highest level.

What the setting needs to do to improve further

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

- build on the already good teaching strategies and encourage children to develop their thinking and problem-solving skills 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 held a meeting with the management team and spoke with staff and children during the inspection.
- The inspector completed a joint observation of an activity with the manager of the playgroup.
- The inspector 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

Denise Charge

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know what action they must take if they are concerned about the welfare of a child. The management team ensures that staff are trained in understanding how to keep children safe and how to protect children from extreme views and behaviours. Staff are vigilant to potential risks and take appropriate action to promote children's safety at all times. Recruitment and suitability procedures for new staff are thorough. Staff receive a detailed induction process to help them become familiar with the playgroup's policies and procedures. Regular supervisory sessions and staff meetings enable staff to share their ideas and contribute well to future developments.

Quality of teaching, learning and assessment is good

Staff skilfully support children's communication and language skills. They get down to children's level, speak clearly and pronounce words correctly. Staff extend children's vocabulary as they introduce new words as children play. For instance, they ask children if they have 'enough' or 'plenty' of compost for planting their seeds. Children have a wealth of opportunities to develop their mark-making skills. As they use water to paint on walls, children animatedly ask adults and other children to look at the shapes they have made. Children use mathematical language in their play. They count to three before they let cars roll down tubes. Children delight in being active. They demonstrate high levels of confidence and self-assurance in their physical abilities as they independently manoeuvre themselves around an obstacle course.

Personal development, behaviour and welfare are outstanding

Children thrive in this stimulating and welcoming environment. They clearly delight in the time they spend in the playgroup. Children enter the playgroup and hurry to their favourite activities. They are exceptionally secure in their abilities to lead their own learning and to engage adults in their play. For instance, children join large construction pieces together and ask adults for help to carry their inventions safely around the environment. Children show very high levels of independence and self-care skills as they confidently pour their own drinks at snack time. Children's behaviour is impeccable. They are exceptionally skilled at sharing and show a clear understanding of the need to respect others. Children warmly welcome other children into their play and readily share the resources.

Outcomes for children are good

Children are energetic, confident and talkative learners who develop a wide range of skills and knowledge in readiness for school. Children demonstrate a very positive and motivated attitude towards their learning. They persevere to solve problems, such as matching shapes into puzzles, and show sustained levels of concentration as they play. Children show an interest in books and happily join together to listen to stories.

Setting details

Unique reference number	306012
Local authority	Stockton-on-Tees
Inspection number	10072809
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	47
Name of registered person	Woodlands Playgroup Committee
Registered person unique reference number	RP523349
Date of previous inspection	26 April 2016
Telephone number	01642 788066

Woodlands Playgroup registered in 1992 and is located in the grounds of Yarm Primary School, Yarm. The playgroup employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two hold qualifications at level 6. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am to 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

