

Inspection of Wilford Village Playgroup

The Centre-Victorian Building, Main Road, Wilford Village, Nottingham NG11 7AL

Inspection date: 13 November 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children have a wonderful time at this stimulating and safe playgroup. They enter the playgroup with enthusiasm and settle quickly. Staff are positive role models for the children. They are warm and approachable. Children are well behaved and demonstrate that they are happy and secure. They freely move around the rooms choosing their play and demonstrate they are comfortable in their surroundings.

Children have a positive attitude to their learning and are keen learners. They listen and concentrate well, for example when they snuggle with staff to listen to a story. Younger children scream with delight as they sing popular nursery rhymes and songs. They jump up and down and take part in doing the actions to the songs willingly. Children have many opportunities to develop their curiosity and explore the environment. This is evident as children hunt for 'dinosaur eggs' in the sand and excitedly wait for them to hatch.

Staff have high expectations for all children. They plan a curriculum that is broad and balanced. This motivates children to play and learn actively. Staff know the children well and frequently check what children can do. They use the information they gather to plan what children need to learn next. They provide a wide range of exciting activities inside to promote children's interests.

What does the early years setting do well and what does it need to do better?

- The manager is strong and leads a motivated staff team. She is ambitious about improving the quality of care and learning she provides. The staff work well as a team and are well supported by the manager and the committee. They are provided with one-to-one sessions and staff meetings to help improve their teaching skills and practice. They have recently attended training on communication and language skills. This has helped improve the speaking skills for all children.
- Staff provide a broad range of activities and resources which enhance children's development across the areas of learning. They challenge and support children well. For example, they guide younger children to explore paint using their fingers and tools, such as rollers. This helps the children to express themselves and develop their creativity. However, during some play activities, staff do not make the most of all opportunities to extend older children's knowledge and understanding of mathematics.
- Staff encourage children to manage their own care needs. Older children confidently carry out tasks, such as putting on their coats and pouring their own drinks at snack time. They follow effective hygiene procedures, and even the youngest children know to wash their hands before snack.
- Children learn about the world around them. For example, they have been

involved in celebrating harvest time. They look at how food is grown and learn that harvest is a time for sharing. Staff extend children's experiences and learning. They look at books about how children celebrate harvest time around the world. This has helped children to understand about others not involved in their immediate family.

- Children's good health is promoted through healthy snacks and daily outdoor play. Their physical development is well promoted in the outdoor play area. For example, they run, climb and ride wheeled toys. However, the outdoor area is not planned effectively to provide opportunities across all areas of learning for children who prefer to play outside.
- Children learn to share and take turns, and older children are beginning to respect others. They become engrossed in their play and stay focused. This is evident when children share the equipment while making their play dough creations. During this activity, children demonstrate they are fully involved in their learning. However, at times, staff interrupt children's play to carry out group activities and daily routines. This does not fully support children's learning and enjoyment or allow them to finish their play to their satisfaction.
- The manager and staff have established effective partnerships with parents and other professionals involved in the children's care and learning. They inform parents of the achievements their children make, and talk to them on a daily basis about what they have done. Parents are pleased with the good progress their children make. They confirm that staff help to boost their children's confidence and self-esteem.
- Staff offer opportunities for children to explore and investigate. For example, children explore how to use everyday items in different ways, such as playing with whisks and sieves in the sand. These activities provide new experiences for children and build on what they can already do.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of child protection and the wider issues of safeguarding children. They know the procedures to follow if they have a concern about a child in their care or if an allegation is made against a member of staff. All staff complete safeguarding training to keep them informed of current guidance and policies. The manager and committee adopt safer recruitment procedures, which are rigorous. These procedures include thorough checks on all staff and volunteers to ensure they are suitable to work with children.

What does the setting need to do to improve?

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

- develop the opportunities to support children's knowledge and understanding of

early mathematics

- implement plans to improve outdoor facilities for children and broaden the range of learning opportunities, particularly for those who learn best outside
- review the daily routines to enable children to finish their play to their full satisfaction, to support their learning and enjoyment thoroughly.

Setting details

Unique reference number	EY433595
Local authority	Nottingham
Inspection number	10074906
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 to 4
Total number of places	44
Number of children on roll	43
Name of registered person	Wilford Village Playgroup Committee
Registered person unique reference number	RP522254
Telephone number	0115 945 5463
Date of previous inspection	25 February 2016

Information about this early years setting

Wilford Village Playgroup registered in 1972 and is located in the grounds of South Wilford Church of England School in Wilford Village. It is run by a management committee. The playgroup employs 10 members of childcare staff, eight of whom hold appropriate early years qualifications at levels 2, 3 and 4. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until midday on Monday, Wednesday and Friday, and from 9am until 3.15pm on Tuesday and Thursday. The playgroup is in receipt of funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Hughes

Inspection activities

- The inspector carried out a learning walk with the manager to discuss how she delivers the curriculum, and held discussions with her throughout the inspection. She spoke with members of staff and children at appropriate times during the inspection. She held discussions with the chairperson at convenient times.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and development.
- The inspector completed a joint evaluation of an activity with the manager. She discussed children's learning and development and the achievements they make.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection. In addition, she looked at written questionnaires completed by parents.
- The inspector sampled a wide range of documentation, including attendance records, evidence of staff suitability checks and qualifications. She also reviewed documentation linked to accidents, health and safety.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019