

# Inspection of Woodlands Primary School Playgroup Committee

Alban Crescent, Borehamwood, Hertfordshire WD6 5JF

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Inspection date: 4 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children arrive at the playgroup happily. They are greeted warmly by staff and respond positively to their nurturing attention. Children are eager to join in with play and choose from the wide variety of activities available to them. They enjoy washing dolls in the water tray and talk about how soap is used to make them clean. Children make birthday cakes with dough and demonstrate how they are learning to count as they add candles. They use props as they engage in singing and show their developing understanding of subtraction. For example, children spontaneously say how many are left when one prop is taken away.

Children thoroughly enjoy being outside. As soon as they are able, they independently find their coats and explore the outdoor activities. Children are learning how to develop healthy lifestyles and the importance of exercise. They have many opportunities for physical play, such as riding on tricycles and scooters. Children persevere as they pedal up a slope and are pleased with their achievements. They develop an awareness of how to keep themselves safe, such as waiting till other children are out of the way before setting off down the slope. Children's behaviour is good. They listen to staff and follow instructions well.

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

- During the COVID-19 pandemic, staff have made effective changes to help keep children and their families safe. For instance, instead of visits to the playgroup, a video recording of the environment was sent to parents so they could take children on a virtual tour. Recordings of staff telling stories enabled children to become familiar with the adults. Staff and parents report that these initiatives helped children to quickly feel secure in their new surroundings.
- Leaders provide staff with a clear curriculum that helps children build their knowledge and skills over time. Staff know children well and support them to make good progress. They follow children's lead in play and plan further opportunities based on their emerging interests and experiences. This helps to engage children in ongoing learning.
- Children enjoy looking at books. They show their familiarity with stories as they use puppets to recall the sequence of events. During group stories, staff use a bag of props to gain children's attention. Most children show excitement, listen well and anticipate what will happen next.
- Children have many opportunities to develop their skills and control when using their hands. They use scissors to chop noodles and have many different tools to use with dough. Staff encourage children to make big marks, for example with paint on an easel. Children show how they can stretch their bodies so they can reach the very top of the paper.
- Staff turnover is low. Despite this, the provider has rigorous recruitment

procedures in place to help ensure staff are suitable to work with children. Leaders monitor staff's practice through regular supervision meetings. They identify suitable professional development opportunities to enable staff to continually enhance their knowledge and skills.

- The playgroup is totally integrated into the life of the school in which it is situated. Playgroup children share the same space as the nursery children and get to know school staff very well. Staff know how to prepare children for moving on to their next stage of learning, when that time comes.
- Parents speak positively about the playgroup and staff. They say they have good knowledge of children's development and know how to support their learning at home. Parents say their children are very happy to attend.
- On the whole, staff interact well with children. They support and extend children's learning as they play. However, at times, staff working with small groups of children allow more confident children to dominate their attention. This results in quieter children having fewer opportunities to answer questions and join in fully.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of child protection, including the wider aspects of safeguarding. Leaders ensure staff undertake regular training, so their knowledge remains relevant and up to date. Staff confidently describe the signs which indicate that a child may be at risk of harm or extremist behaviour. They know how to report these concerns within the playgroup and the school and to relevant safeguarding agencies. Leaders place high priority in ensuring safeguarding and health and safety procedures are securely embedded in practice.

## **What does the setting need to do to improve?**

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

- give quieter and less-confident children the support they need to engage fully in all aspects of their learning.

## Setting details

<b>Unique reference number</b>	130547
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10127342
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	28
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	Woodlands Primary School Playgroup Committee
<b>Registered person unique reference number</b>	RP523538
<b>Telephone number</b>	020 8953 2717
<b>Date of previous inspection</b>	29 January 2016

## Information about this early years setting

Woodlands Primary School Playgroup Committee registered in 1992. It operates from the nursery classroom within Woodlands Primary School in Borehamwood. The playgroup is open each weekday during term time from midday until 3pm. It employs five members of staff. Of these, four hold appropriate early years qualifications at level 3 or above. The playgroup provides funded early years education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Jill Hardaker

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in her evaluation of the setting.
- The playgroup leader and the inspector completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out and discussed between the playgroup leader and the inspector.
- Staff, children and parents spoke with the inspector at appropriate times during the inspection.
- The inspector looked at a sample of the playgroup's documentation during a meeting with one of the leaders. This included reviewing information about safeguarding and staff and committee members' suitability and training.

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.

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