

Inspection of Woodhouse Community Playgroup

(The Mobile), Brunswick Primary School, Station Road, Woodhouse, Sheffield,
South Yorkshire S13 7RB

Inspection date: 20 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children, including those with special educational needs and/or disabilities (SEND), are happy, busy and learning in this well-run, welcoming and homely playgroup. They are strongly nurtured, supported and encouraged by the experienced and knowledgeable staff team. Children make good progress overall in all areas of their learning and development. They are well prepared for the next stage in their education, including starting school. For example, children learn to pay attention to adults and each other. They take turns as they experiment with magnets to find out whether they attract or repel other magnets and different objects.

Children settle in well to playgroup life and soon learn to feel confident and safe. Staff make very good use of detailed information from parents about children's interests and preferences to support children. This helps children to feel happy while away from home for the first time and to trust others. For example, staff encourage children to join in singing their favourite songs or nursery rhymes, and to listen to others sing their songs. Parents comment very positively on how well staff encourage their children's social skills, behaviour and sense of well-being, particularly after difficult circumstances, such as the COVID-19 pandemic.

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

- Staff support children's developing communication skills well overall. They help children to listen well and look at the person talking to them, for example, by using engaging signs and pictures or entertaining glove puppets. They make good use of songs to help children to recall and repeat phrases with softer and louder voices. However, staff do not fully extend children's vocabulary, for example, by introducing new, more-exciting and memorable words during their interactions with them.
- The experienced and well-qualified manager provides strong and clear leadership to her long-standing team. There are robust procedures for planning and developing the curriculum, which are built on a thorough knowledge of children's needs and the expectations for their age group. Staff review children's achievements, share the outcomes of training, and evaluate their practice through well-managed supervision sessions and daily morning meetings.
- Staff nurture and support children to feel good about themselves and become increasingly self-aware. Children take pride in their achievements and learn to care for themselves and others. They are very good at tidying up throughout their play and they help each other. For example, children stack the large construction blocks in a safe and organised way.
- Children are encouraged to develop a love of books and learn more about the world through them. For instance, two-year-old children eagerly anticipate what animal is behind the different-shaped flaps in the popular story 'Dear Zoo'. Staff

create imaginative opportunities for children to experience different kinds of literature, such as looking at plant catalogues for their gardening activities or non-fiction books about tools and buildings in their construction area.

- Staff nurture and support children with SEND and other vulnerable learners very well. They use their good knowledge of children's development to identify potential concerns or gaps in children's learning and development at an early stage. Staff recognise when they need to involve other professionals, such as speech and language therapists or inclusion services. They support parents well to make full use of the support and funding available.
- Children behave well and learn to be polite and considerate. They respond positively to staff's high expectations. For example, staff help them to make decisions about the healthy snacks on offer. They encourage children to respond with 'please' and 'thank you' appropriately. Staff help children to use cutlery and drink from open cups with care. Staff help children who sometimes find it difficult to manage their emotions and to play and dine safely with others.
- Parents are very proud of the playgroup. They particularly identify the 'home-from-home' care that their children receive and the good preparation for their later learning. This is further recognised in the playgroup's achievement of a national 'Make a Difference' community award.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding lead supports staff to ensure that they have a full and up-to-date knowledge of how to keep children safe. She makes sure that staff are trained and that their safeguarding knowledge is regularly reviewed through supervision sessions, staff meetings, and regular training. Staff have a good understanding of how to care for children and protect them from harm. They are aware of changes in children's emotions or behaviours that suggest a concern. Staff know how to record safeguarding information and to whom concerns should be reported. Staff are vigilant and support children to play and learn safely.

What does the setting need to do to improve?

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

- focus staff's professional development on fully enriching and extending children's vocabulary and language skills.

Setting details

Unique reference number	EY276982
Local authority	Sheffield
Inspection number	10301341
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	28
Name of registered person	Woodhouse Community Playgroup Committee
Registered person unique reference number	RP909022
Telephone number	0114 269 7453
Date of previous inspection	19 January 2018

Information about this early years setting

Woodhouse Community Playgroup registered in 2003 and is located in Sheffield. The playgroup employs five members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 3 and one at level 5. The playgroup opens Monday to Friday, during term time only. Sessions are from 8.45am until 12.45pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Andrew Clark

Inspection activities

- This was the first routine inspection the playgroup received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the playgroup.
- The inspector conducted a learning walk with the manager to review children's learning experiences.
- The manager and deputy manager conducted joint observations of children's activities with the inspector.
- The inspector spoke to staff and children during the inspection.
- The inspector discussed the management and organisation of the playgroup with the manager and reviewed relevant documents.
- The inspector spoke to parents and read their written comments to ascertain their views.

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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