

# Wootton Pre-School Playgroup



Wootton Memorial Hall, High Street, Wootton, Northamptonshire, NN4 6LW

<b>Inspection date</b>	9 July 2015
Previous inspection date	16 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The children form secure emotional attachments with their key person. Staff work closely with parents, gathering clear information to ensure each child's individual needs are continually met.
- Children's learning is effectively promoted as they engage in a wide variety of interesting activities that are planned around their interests and developmental needs. The manager monitors the educational programmes to ensure every child is achieving their full potential within the seven areas of learning.
- Children become confident, independent young people as staff guide and encourage them in their learning and in everyday routines. This supports them very well as they prepare for the move to school.
- Excellent relationships with parents and strong links with other settings and professionals involved in a child's life support a shared approach. This ensures children receive consistent support to promote their learning and development.
- Children are protected well. Staff have a secure understanding of their role and responsibility to safeguard children and implement effective practices to minimise hazards to children.

### It is not yet outstanding because:

- Staff do not consistently help children learn to value the different languages used by the children who attend the playgroup.
- Opportunities for staff to learn from each other's good practice are not yet firmly established.

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## What the setting needs to do to improve further

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

- provide opportunities for children who speak English as an additional language to see their home language used and displayed within the playgroup
- develop processes for the ongoing monitoring of staff's practice.

### Inspection activities

- The inspector observed activities, both indoors and outdoors throughout the day.
- The inspector spent time with the manager of the playgroup and spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector checked evidence of the suitability of all members of staff, their qualifications and the provider's processes for self-evaluation.
- The inspector reviewed documentation, including children's learning and development information, staff records, and a selection of policies and procedures.

### Inspector

Tracey Boland

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## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good. Informative observations and assessments of children involved in play enable staff to identify and plan effectively for their next steps. As a result, children make good progress in readiness for their move on to school. Children are enthusiastic, motivated and eager to become involved in the interesting activities and play opportunities available to them. Children spend lots of time outdoors and re-enact well-known events. They gather water and sand, and use cooking utensils to make their own meal. They stir, pretend to taste and share the foods they create with their friends and staff. Children are transfixed as they use recycled materials to make models. Using adhesive tape and glue they build different types of transport and buildings and spend time painting them, ready to take home. Labels and displays within playgroup reflect written information about resources and activities. However, languages other than English, used by the children attending are not evident. Therefore, children are not consistently encouraged to be aware of all similarities and differences within the playgroup.

### **The contribution of the early years provision to the well-being of children is good**

Staff develop good relationships with children and parents through a gradual introduction and through home visits. These support children emotionally, and consequently, children settle well. Behaviour is good, and children have a sound understanding of the importance of sharing and taking turns through play. Children's health and well-being is supported well. They freely choose to play inside or outside and staff maximise the use of the outdoor learning environment. Children develop an understanding of the benefit and impact of exercise on their bodies. Each day they undertake exercises that encourage them to stretch and be active to music. Staff remind children of the importance of having a drink to stay hydrated, especially in the warm weather.

### **The effectiveness of the leadership and management of the early years provision is good**

Leadership at the playgroup is good. The manager and staff are secure in their knowledge of the Early Years Foundation Stage. Staff have a good understanding of their safeguarding responsibilities, and children play in a safe and secure environment. Thorough recruitment, selection and induction procedures are followed to ensure staff are suitable to work with children. All staff hold first-aid certificates and deal with minor accidents calmly and sensitively. The manager monitors the educational programmes and children's ongoing assessments to ensure their individual needs are correctly identified and met. Performance management strategies are not yet fully established to tackle variations in practice. This is because staff are not always given the opportunity to share good practice and learn from one another. Staff value training and access various courses for their own professional development and to improve their qualification levels. Information gained from training relating to supporting two-year-old children has been used to plan more specifically for the needs of the younger children. Links are firmly established with schools and external agencies to ensure individual children's needs are met.

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**Setting details**

<b>Unique reference number</b>	220169
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	871268
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Wootton Playgroup Committee
<b>Date of previous inspection</b>	16 May 2011
<b>Telephone number</b>	07840822476

Wootton Pre-School Playgroup was registered in 1974. The playgroup is open from 9am until 3pm, Monday to Friday, during term time only. The playgroup employs seven staff. Of these, five hold appropriate early years qualifications, including one with Early Years Professional status. The playgroup provides funded early years education for three- and four-year-old children. It supports children who speak English as an additional language.

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