

# Inspection of Wootton Playgroup

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

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Inspection date: 14 November 2019

**Overall effectiveness** **Good**

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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 Good

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

### **The provision is good**

Children feel safe and secure in this friendly pre-school. Staff know the children and families well. They greet them personally as they enter and children are eager to join their friends and engage in play. Children's emotional well-being is supported well. Staff's calm and nurturing ethos supports children to recognise and celebrate what makes them unique. Children are happy and demonstrate that they feel valued and listened to. Children are confident to go to staff if they need reassurance or just want a cuddle.

Staff are ambitious and have high expectations of what children can achieve. They are dedicated and highly committed to providing an inclusive environment for all children. Staff work closely with other agencies to ensure that children receive the help and support they need. Children, including those with special educational needs and/or disabilities, make good progress. Staff work as a team to provide activities that capture children's imagination and inspire their desire to learn. Staff act as positive role models for the children. They provide them with consistent messages to support their positive behaviour. Children are beginning to understand boundaries, such as using their 'walking feet' and 'indoor voices'.

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

- Children demonstrate positive attitudes to their play and learning. Staff plan the environment and curriculum well. They meet regularly to discuss the activities they provide and how these promote children's individual development. Staff have a good understanding of what children need to learn next. They monitor children's progress effectively and use their good knowledge of them to plan experiences based around their interests.
- The pre-school is a valuable asset to the local community. Staff provide children with opportunities that they may not have experienced before. They offer children exciting experiences to help them broaden their knowledge. For example, staff take the children on visits to the theatre and promote their physical skills through trips to the local park.
- Staff prioritise developing children's language, communication and literacy skills. Children show a love of books and reading. They cuddle up with staff to share stories. Children show their excitement as they follow the story and make predictions about what will happen next. Staff engage children in meaningful conversations at every opportunity.
- Staff support children to share and cooperate during play. They provide children with lots of praise and encouragement. As a result, children behave well and are beginning to do things independently. For instance, children recognise their name card when they sit down for snack and tidy away their dirty plates when they have finished. However, staff do not always teach children about why

making healthy food choices is important to their overall well-being.

- Staff have established successful partnerships with parents and the local school. They keep parents well informed of their children's progress through daily conversations and parents' meetings. Staff meet with teachers at the school and share relevant information to support children's smooth transition to school. Parents speak highly of the staff and the good-quality education they provide for children.
- Children's mathematical development is promoted well. For example, children take part in team games where they take turns to count and recognise coloured shapes. However, staff do not always manage the change between whole-group activities effectively to maintain all children's continued concentration.
- The manager, staff and the committee work well together as a team. They evaluate the provision and reflect on where further improvements could be made. The manager provides staff with regular opportunities to discuss any concerns, and reflects on their knowledge and teaching skills. Although she encourages staff to access training, she does not sharply focus on specific areas to further improve individual development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibility to keep children safe. They are confident in recognising and reporting any signs that may indicate a child is at risk of harm or neglect. They access regular safeguarding training to keep their knowledge and skills up to date. Staff are familiar with wider safeguarding matters and know how to identify and respond to these. The manager follows thorough recruitment processes to ensure any new staff are suitable to work with children. Staff are deployed well. They carry out regular risk assessments to help keep children safe and ensure that the premises are secure.

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

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

- plan changes between whole-group activities more effectively to ensure that children remain interested and engaged
- make the most of opportunities to further develop children's understanding of healthy eating and the importance of making positive food choices
- enhance the systems in place for evaluating staff's practice and identify more precisely areas for development to help raise the quality of teaching and skills to the highest level.

## Setting details

<b>Unique reference number</b>	220169
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10065136
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Wootton Playgroup
<b>Registered person unique reference number</b>	RP522185
<b>Telephone number</b>	07840 822 476
<b>Date of previous inspection</b>	9 July 2015

## Information about this early years setting

Wootton Playgroup registered in 1974. It is located in Wootton, Northamptonshire. The playgroup employs seven staff. Of these, five hold appropriate early years qualifications at level 2 and above. The manager holds early years professional status. The playgroup is open Monday to Friday during term time from 9am until 3pm. The playgroup provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Linda Newcombe

## Inspection activities

- The inspector completed a learning walk of the areas used by children with the manager and discussed how the early years provision is organised.
- The inspector held discussions with staff and spoke with children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager and looked at relevant documents, including evidence of the suitability of staff working in the playgroup and members of the committee who have responsibility for overseeing the running of the playgroup.
- The inspector spoke to parents during the inspection and took account of their views from documents provided by the manager.

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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