

Wigton Moor Playschool Association

Wigton Moor United Reform Church, High Ash Drive, Alwoodley, Leeds, West Yorkshire, LS17 8RE

Inspection date	17/12/2014
Previous inspection date	20/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The management team and staff know children well and plan a wide range of interesting and challenging play opportunities and activities. As a result, children make good progress in their learning and development.
- Arrangements for safeguarding children are effective because clear policies and procedures are in place. These have been reviewed and updated and are understood by the staff team.
- Children settle well, due to the close bonds they have with their key person and the wider staff team. As a result, children display high levels of confidence and self-esteem and are emotionally well prepared for the next stage in their learning.
- Good relationships with parents are firmly established. This ensures that children's care needs are effectively met and they are well supported in their ongoing development.

It is not yet outstanding because

- Some aspects of the daily routine do not always meet the needs of all children. For example, children are expected to sit for extended periods of time during singing and story time.
- On occasion, some children's behaviour is not consistently managed by all staff to support them to understand what is fully expected of them during free play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had a tour of the playschool.
- The inspector observed activities in the two playrooms and the outdoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector spoke with children and staff and looked at and discussed the playschool's improvement plan.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Lindsay Dobson

Full report

Information about the setting

Wigton Moor Playschool Association was registered in 1969 on the Early Years Register. It is a committee run provision with charitable status. The playschool operates from two large rooms in the United Reform Church in the Wigton Moor area of Leeds, West Yorkshire. The playschool operates five days a week during term time only. It offers care each weekday from 9am until 3pm with the exception of a Wednesday when it is open from 9am until 12 noon. Children attend for a variety of sessions. There are currently 72 children on roll, of whom all are in early years age range. The playschool receives funding for the provision of free early education for two-, three- and four-year-old children. The playschool supports children who speak English as an additional language. There are currently 12 members of staff working directly with children, eight of whom hold an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- evaluate the organisation of some sessions and ensure that they meet the needs of all children, for example, during singing and story time
- enhance further the consistency of behaviour management to ensure all children are clear about the expectations for their behaviour during free play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The management and staff team demonstrate a secure understanding of the Early Years Foundation Stage. They provide children with a wide range of stimulating activities, closely linked to their interests. As a result, children enthusiastically engage in meaningful play. Staff work closely with parents from the start of their children's placement. They obtain through discussion and the use of an 'All about me' document, a range of information about children's individual needs, routines and current learning. This information is used alongside staff's initial observations, to assess children's starting points. Each child has an individual learning record. This includes examples of their work, planned observations of their learning and spontaneous observations of children's activities and interests. Staff clearly know the children well. They talk confidently about their interests and achievements and plan a wide range of challenging and enjoyable experiences for children. As a result, children show good levels of curiosity and confidence. This supports them to make good progress in their learning in relation to their starting points. Additionally, children gain the key skills they need in preparation for the next stage in their learning and the move onto school. Children who speak English as an additional language,

are well supported and activities are tailored to suit their individual learning needs. Staff use effective teaching to encourage children to talk about their ideas when involved in activities. For instance, when playing with the picture cards, they discuss the pictures, what they show and how to fix the cards together. Consequently, children learn new vocabulary and begin to make connections and develop sequencing skills, supporting their critical thinking.

Staff warmly welcome children as they enthusiastically enter the playschool. Children separate from their parents and explore the environment confidently and quickly engage in the wide range of activities on offer. Children enjoy their play with staff who eagerly join in activities. For instance, when they wish to paint or take part in creative activities. Children know where the resources are, access them independently and know staff are close by to support them if required. Additionally, staff act upon opportunities to further extend children's writing skills. For example, they encourage children to make meaningful marks, such as writing their own name on pieces of their work. Children have many opportunities to recognise and use their own names. They select their name cards on arrival at the setting to hang on their coat peg. They then access another name card to use in answer to the question of the day. This supports children's literacy development. Children's creative and design skills are well supported through exciting activities and good quality staff interaction. For example, children engage in box craft modelling, painting and play dough. Staff use these opportunities to encourage children to follow their own ideas and imaginations. They mould and shape the dough, choose and mix paints and design and build structures with recycled resources. Staff talk to children and ask them about their creations, which challenges their thinking and further supports their communication skills.

All areas of learning are provided for during each playschool session. This supports children's all round learning and development. Towards the end of each session is a planned singing and story time. Children have great fun as they join in with the songs and familiar actions. Staff ensure full inclusion for all children as they sing songs from their own and other cultures and countries. Singing time is followed by a large group story time, with the books read to the children by a member of the staff team. However, the organisation of these sessions does not fully meet the needs of all children. This is because some children struggle to maintain their attention and concentration and begin to distract others who are engaged in the story. Staff work well with parents to support children's individual needs. Communication with parents is strong and staff provide them with a wealth of information about their children's progress and how they can support their learning at home. This includes the progress check completed for children aged between two and three years and time spent with the key person, to discuss any pertinent issues. As a result, parents and children feel valued and listened to.

The contribution of the early years provision to the well-being of children

Children are valued for their individuality and made to feel welcome. Consequently, this is reflected in their good levels of confidence and self-esteem. Key person relationships are very positive and involve seeking parents' views about their children's development and

care needs. Settling-in sessions ensure that there is a smooth move from home to the playschool and effectively promote children's personal, social and emotional well-being.

Children have many positive opportunities to develop their understanding of adopting a healthy lifestyle. For example, they enjoy a wide range of fruits as snacks, with milk and water being readily available. Additionally, staff talk to the children about the food, which they are eating and which foods are good to eat. This helps to develop their understanding of healthy eating and how to make healthy choices. Children demonstrate their good independence skills, as they pass each other a plate, share around the fruit and pour their own drinks, with little support from the staff. Furthermore, they butter their own crackers, confidently showing their skills with the age-appropriate knife. Staff understand the need to promote exercise and ensure children go outdoors in the fresh air. There is daily access to the outdoor area, which includes many natural resources, to stimulate children's imagination and critical thinking skills. Staff utilise the outdoor environment well, encouraging children to become involved in tasks, such as bug hunts in the mini-beast den. There are also lots of opportunities for children to be physical, as they ride bicycles, scooters and practise their climbing skills. Staff are vigilant in making sure children are kept safe. They encourage children to tidy away the toys and help them to manage their own personal hygiene routines. This helps children to understand about keeping healthy and safe practices. Overall, behaviour management is good. Calm and positive messages are relayed by staff, such as, 'be kind to your friends' and 'Use good manners'. This, together with reminders to share and take turns, reinforces children's understanding of acceptable behaviour. Staff also use lots of praise and encouragement with the children. However, on occasion, there is a lack of consistency displayed between staff when managing children's behaviour. Consequently, some children receive mixed messages, this is particularly evident during free play.

Children have a good understanding about why they wash their hands before snacks and after using the toilet. They use the toilets independently and they wash and dry their hands, which demonstrates their good understanding of daily routines. More able children explain why hygiene is important, which shows how successfully staff promote their understanding. Nappy changing routines are good. Staff follow each child's care routine and have regard for their individual needs, as discussed with parents. This ensures all children's individual requirements are fully met. Infection control is good. Staff wear gloves and aprons and a disinfectant spray is readily available. Staff disinfect the changing mat after each use, which limits cross-infection and protects the good health of all the children.

The effectiveness of the leadership and management of the early years provision

The management team and staff have a clear understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Safeguarding practices are secure and staff have a good understanding of child protection issues. For example, staff are confident about their roles and responsibilities. They know the procedures to follow if they have any concerns about children. The designated officer for child protection has a clear

understanding of her duties and responsibilities and demonstrates a strong commitment to safeguarding children. For instance, all required checks to ensure the suitability of adults working at the playschool, have been carried out. As a result, children remain protected. Additionally, the staff team ensure all visitors sign the visitors' book and their identity is checked before they enter the playschool. Risk assessments are in place to cover areas, such as outdoors, furniture and equipment. There are also visual checks and risk assessments for children and their activities. This ensures that the safety of children, staff and visitors at all times. Thorough risk assessments for outings are also carried out. Accident and medication records are completed, signed by staff and parents and stored securely. The majority of staff have completed first-aid training. As a result, children's safety and health are further promoted.

There is a new, supportive and active committee who give good support to the management team and the staff. They are proactive about staff's professional development, including supporting staff to achieve a recognised childcare qualification. There is an effective supervision and appraisal system in place, which focuses on targets for the future. Planned opportunities for staff to observe each other and discuss practice and the development of systems to monitor the effectiveness of the quality of teaching, are having a positive impact on teaching and learning. The manager works closely with the staff team everyday. As a result, the playschool benefits from enthusiastic, dedicated and well-qualified, long-serving members of staff. Training needs are identified and addressed on an ongoing basis. For example, staff have accessed training to support children's health and safety and to introduce them to sign language. This commitment demonstrates the playschool's vision for a high quality workforce, promoting better learning outcomes for children.

Partnerships with parents are good. Parents explain that they are happy with the settling-in arrangements and feel that they and their children are well supported and cared for by the staff. Parents receive valuable information about the playschool through daily discussions, newsletters and detailed evidence on notice boards. This demonstrates that partnerships are strong. Partnerships with other professionals are established and have a positive impact on improving outcomes for the children. Staff work closely with the local schools and have formed good relationships with other providers, such as childminders. For example, they invite teachers into the playschool, to ensure children's move to school is as smooth as possible and to support their continued well-being. The management team, staff and the committee members clearly identify strengths and areas to develop. Improvement plans are devised to highlight how developments are to be made, for example, extending children's access to musical instruments in the outdoor play area. This continual identifying of targets for improvement supports the future success of this already good and well-established playschool.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	512672
Local authority	Leeds
Inspection number	855613
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	72
Name of provider	Wigton Moor Playschool Association Committee
Date of previous inspection	20/04/2010
Telephone number	0113 2696453

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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