

Wheatcroft Preschool Playgroup

St Michael's Youth Hall, Filey Road, SCARBOROUGH, North Yorkshire
YO11 3AA



Inspection date	6 June 2019
Previous inspection date	28 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager meticulously monitors the progress that children are making. She reviews children's observations to ensure that these are completed accurately. The manager discusses individual and groups of children's learning with staff. Together, they plan effective interventions and learning strategies. Children make consistently good rates of progress and any gaps in their learning begin to close.
- Children have access to excellent learning opportunities indoors and outdoors. Staff consider children's individual interests and next stages of learning, and incorporate these well into the provision plans. They provide a stimulating and welcoming environment. This helps to maintain children's interests, focus and attention.
- Staff act as positive role models to children with their respectful, calm and nurturing approach. Staff are attuned to children's individual personalities. They understand what children need to build on their already good levels of self-confidence and self-esteem.
- Staff attend training to help to promote children's communication and language skills. They share what they have learned during staff meetings, which helps to maintain a consistently good level of teaching.
- Staff collect information from parents about their child's interests and care needs when they first start at the setting. However, parents do not yet contribute formally to initial assessments of children's starting points, to inform planning of precise learning opportunities immediately.
- Staff complete the progress check for children aged between two and three years. However, they do not provide parents and other professionals with highly specific information about each child's age and stage of development on the child's actual progress check form.

What the setting needs to do to improve further

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

- include parents in completing initial assessments to inform planning of effective learning opportunities for children from the outset
- continue to develop the progress check for children aged between two and three years to include consistently precise information about their age-related stage of development.

Inspection activities

- The inspector had a tour of all areas of the premises that children access.
- The inspector had discussions with parents, committee members, staff and children at convenient times during the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and took account of her evaluation.
- The inspector held a meeting with the manager and discussed the setting's self-evaluation. She reviewed a sample of documents, including the suitability checks for all staff and committee members, policies and procedures, and other records regarding health and safety.

Inspector
Jennifer Dove

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff and committee members complete safeguarding training tailored to their roles and responsibilities. The manager holds weekly staff meetings where they complete their own research online and review Scarborough's Safeguarding Children Board website. Staff use this to identify current child protection issues and keep their safeguarding knowledge up to date. The manager seeks feedback from parents to help her to identify any areas to improve the quality of the setting and service that they provide. Staff help to analyse the information that they receive and discuss ways to improve. They observe carefully what children say and do during play. They follow their lead and introduce new equipment and play resources to help to extend their learning.

Quality of teaching, learning and assessment is good

Staff are skilled at supporting children during play. They understand when to allow children time to solve problems for themselves. Staff encourage children to test their own ideas. They use their good questioning skills to prompt them to work out what they might need to do next. For example, children build platforms and stages using large plastic crates. They work out how to secure these structures to ensure their own safety, while climbing to the top and jumping down. Children develop good physical skills. They follow boundaries and understand how to take safe risks. For example, they decide how to climb trees safely and use markers that staff place on branches to know how high they can climb. Children learn the language of emotions during story time. They use sophisticated language and find alternative words to describe and express different feelings and emotions. For example, children use the word 'terrified' to describe the scared owl babies. Children develop good communication and language skills.

Personal development, behaviour and welfare are good

Children's behaviour is good. They are kind, caring and sensitive towards their friends. For example, they work together as a team to complete tasks and move large play equipment around the outdoor play areas. They learn to share, take turns and negotiate as they express their own ideas during play. Children develop good independent self-care skills. For example, they dress themselves for outdoor play. They help to tidy away play equipment, clean tables and know to wash their hands in preparation for mealtimes. Children learn how to take care of their body and about what they need to keep fit and healthy. For example, they attend exercise classes and talk about the positive impact that this has on their bodies. Children grow fruits and vegetables and learn about the health benefits of eating a well-balanced diet.

Outcomes for children are good

Children make good rates of progress and are well prepared for their next stages of learning and eventual move to school. Children are confident, happy and resilient learners. They use simple tools to open up electronic equipment and investigate what is inside and how things work. Children develop good mathematical skills as they measure the distance that they have travelled. They compare their results with friends and complete simple subtraction and addition tasks to work out who has travelled furthest.

Setting details

Unique reference number	400457
Local authority	North Yorkshire
Inspection number	10072882
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	33
Name of registered person	Wheatcroft Playgroup Committee
Registered person unique reference number	RP518623
Date of previous inspection	28 January 2016
Telephone number	01723 363179

Wheatcroft Preschool Playgroup registered in 1992. It employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one at level 6, and the manager has early years professional status. The playgroup opens from Monday to Friday during term time only. Sessions are from 8am until 4pm on Monday and Thursday, and from 8am until 1pm on Tuesday, Wednesday and Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

