

Esklets Playgroup

Station Yard, Danby, Whitby, North Yorkshire, YO21 2JF

Inspection date	17/07/2014
Previous inspection date	14/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- Staff are well informed about their responsibility to keep children safe. They understand the safeguarding procedures and take appropriate actions to minimise risk. As a consequence, children are appropriately protected from harm.
- Staff create a highly stimulating environment, both inside and outdoors, which provides children with interest and challenge that actively promotes their learning.
- The playgroup develops excellent relationships with parents and other providers, and works together with them so that all children's needs are quickly identified and addressed appropriately.
- The playgroup reflects carefully on the quality of the provision. They effectively identify the strengths and weaknesses of their practice because they are proactive in seeking the views of staff, children and parents. This helps them to consistently drive improvement.

It is not yet outstanding because

- Occasionally, children are not well supported to think critically, in order to identify and test out possible solutions to problems.

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 observed children's activities indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the manager, the deputy manager, nursery assistants and a member of the committee at appropriate times throughout the inspection.
- The inspector looked through children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the setting's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jill Roberts

Full report

Information about the setting

Esklets Playgroup was registered in 1992 and is on the Early Years Register. It is managed by a voluntary committee. The playgroup is situated in a one storey self-contained premise on station property in the village of Danby, near Whitby in North Yorkshire. Children have daily use of a large, secure, enclosed outdoor area. The playgroup serves the local area and the surrounding villages, it is accessible to all children. It operates each morning from Monday to Friday between the times of 9am and 12pm and on Tuesday afternoons between 12.15pm and 3.15pm during school terms. Children attend for a variety of sessions. There are currently 20 children on roll all of whom are within the early years age group. The nursery provides funded early education for three- and four-year-old children. Five staff work directly with the children, all of whom have an appropriate early years qualification at level 2 or above. The playgroup is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop their critical thinking skills, for example, by allowing them time to identify and test possible solutions to problems as they play.

Inspection judgements

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

Staff have very good knowledge and understanding of the Early Years Foundation Stage and of how young children learn and develop. They develop excellent relationships with parents. They very quickly get to know children and their families well. Staff use information provided by parents and other settings when children start to build a picture of what each child can do and to establish their starting points. Parent contributions to individual learning files are encouraged as the children continue in the setting. Parents add comments to observations each term, providing feedback to the key person about their child's learning at home. Staff observe children at play, and make accurate assessments of their progress. They then use these assessments to form a basis for their planning, to ensure that activities meet individual children's needs and build positively on their prior learning. This helps to ensure that children make consistently good progress in their learning and development. Staff provide a wide range of rich and varied experiences and a highly stimulating environment that meets all children's needs. The educational programmes have depth across all seven areas of learning with a strong focus on the prime areas. Staff make good use of the progress check completed for children aged between two-and-three years, to identify any emerging gaps in children's learning. They share information appropriately with parents and other professionals, so they can make

sure that children receive the intervention and support they need to catch up.

Children are actively engaged and motivated. They consistently demonstrate the characteristics of effective learning. The setting encourages children to play with and explore real life objects. For example, in the role-play workshop children are supported to use tools. Staff give careful guidance to extend children's learning. For example, they encourage children to see what happens when they turn a screwdriver first one way, and then the next. During singing time staff use a range props to bring familiar songs to life. Children count the frogs, they say how many have jumped into the pond and how many are left on the real log. Children anticipate what is coming next and eagerly join in. Adults use snack time as an opportunity to develop communication and language skills. Children talk to staff and to each other, taking turn in conversations. Staff have recently completed further training, to help them use singing sessions more effectively and enhance children's learning. Consequently, these sessions also have a positive impact on children's developing communication and language skills.

Staff support children to develop skills, attitudes and dispositions that they need to be ready for the next stage in their learning, including the move on to school. Staff know children and their families very well. They regularly link learning to children's experiences at home, such as by providing real cooking utensils in the messy tray. Occasionally, children are not well supported to think critically. This is because staff do not give them time to think through problems in order to identify and test out possible solutions for themselves. For example, when children build dens, staff do not allow children to work out why the poles will not go into the ground, or to decide how to solve this problem.

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

Children's emotional well-being is supported extremely effectively because staff allow children to settle in at their own pace. They treat each child as an individual. Parents recognise this and comment that their children are given the attention that they need. Staff are positive role models. They are warm and caring towards the children. As a result of this, children show care and concern for each other. Children are at ease in the setting. They demonstrate good attachments to their key-person and other staff. Staff also work hard to ensure that children are emotionally well prepared for the next stage in learning. For example, staff liaise with feeder schools in the summer term to plan for the move to school and establish what the setting can do to support this process. Children are easily distracted by staff when they are upset. Staff are sensitive to children's individual needs. They get down to the children's eye level and listen to what they tell them. Because of this, children are happy and confident. The good example and strategies used by staff help children to learn and manage their own behaviour well. They willingly cooperate and take turns as they play with their friends.

The well-considered environment challenges children's learning. They move freely between the highly stimulating indoor and outdoor environments. Resources are all accessible to them. This means that children can be independent and make choices in their play. Children actively learn to keep themselves healthy and safe. For example, children understand that they need to have breaks from the sun and plenty to drink in the

hot weather. Staff thoughtfully create shaded areas in the outdoor area so that children's play is uninterrupted. Children wear hats and have sun cream applied. Staff plan activities very well and provide an environment which encourages children to take risks in a controlled way. For example, children use mallets to hammer in poles when making a den. They collect their own resources and transport them from area to area using wheelbarrows. The extremely well considered workshop has a designated member of staff deployed there, so that children learn to use tools correctly. Detailed information for staff and any other adults working with children is clear. It explains the purpose of using tools, how they can support children's independence when using them and how they can teach children to use them safely.

Staff support children's understanding of healthy practices and good hygiene routines extremely well. As a consequence, they learn to readily adopt healthy lifestyles. Children wash their hands before snack time and after using the toilet. Children are familiar with these care routines and follow them spontaneously when adults are not nearby. Children talk about the fruit that they like and make choices from the selection available. Older children pour their own drinks and clear away their pots.

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

The setting has a clear drive for continuous improvement. It is managed well with the full support of the management committee. The team are dedicated and work well together. This has a very positive impact on the overall effectiveness of the setting. Staff take all necessary steps to safeguard children and to promote their welfare. Staff and committee members are confident about the action they must take if they are concerned a child is at risk of abuse or neglect because they have attended relevant training and understand the local authority procedure. The safeguarding policy is robust and effectively underpins their practice. Parents receive information about safeguarding in their induction pack. They know the procedure for safe storage and use of mobile phones and cameras. Volunteers and visitors hand their phones in to staff when they arrive in the setting. Mobile phones are then stored securely in the designated staff area. The manager and deputy manager have completed local authority safeguarding training at level 2, so they are well equipped for their role as designated officers.

The manager monitors the educational programmes to ensure that children make good progress across all areas of learning and benefit from a broad range of experiences. Children's progress is monitored individually and as a whole group using a local authority assessment tool. This monitoring identifies the progress that children are making and it highlights where there may be gaps in learning and development. The staff use this information effectively to ensure children make consistently good progress.

The setting has a very good understanding of their strengths and targets for improvement because self-evaluation is accurate. It includes feedback from staff, parents, children, and the committee, who are very active in their role. Goals are set and all parties work together to achieve them. For example, following suggestions from parents, road signs have been fitted near the entrance to instruct drivers to drive slowly and take care.

Staff benefit from regular supervision, support and training. This helps to identify any potential weakness in teaching and learning, to ensure that staff continue to develop their knowledge and skills, for the benefit of the children attending.

The setting works well in partnership with local schools. For example, the infant teacher from a local village school shares her knowledge and skills to enable the playgroup to develop the natural garden area and incorporate some forest-school principles into their teaching. Parents say that they feel welcome and valued. They are confident in the care that their children receive. Communication is very good and promotes a three-way flow of information. For example, learning and development files along with progress check for children between the ages of two and three years are shared with other settings children attend, as well as parents. For children who attend other settings a journal is passed between home and both settings. Information about children's care and learning is shared, so a consistent and positive experience is provided for all children and their families.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	400319
Local authority	North Yorkshire
Inspection number	847865
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	20
Name of provider	Esklets Playgroup Committee
Date of previous inspection	14/10/2008
Telephone number	01287 660173

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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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