

The Village Playgroup

The Village Hall, Sicklinghall, Wetherby, North Yorkshire, LS22 4AU

Inspection date	26/09/2014
Previous inspection date	04/05/2011

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		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

- Staff know children well and they use effective teaching skills, which means all children make good progress given their starting points. As a result, children are well prepared for the next stage in learning.
- Staff's caring and sensitive manner helps children to form secure emotional attachments and develops their confidence. This builds a strong and secure base for children's increasing independence.
- Staff work together as a cohesive team. They make good use of self-evaluation and ongoing training to build upon their good practice and ensure that children continue to benefit from improvements made at the playgroup.
- Staff all fully understand the arrangements for safeguarding. They are clear about the procedures if they have a concern about a child in their care, which means children are safeguarded.
- Partnerships with parents and other professionals are good, and as a result, children receive the support they need.

It is not yet outstanding because

- Children do not have consistent access to a variety of different materials and resources that promote exploratory 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 viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities and spoke to children at appropriate times during the inspection.
The inspector met with the manager and looked at children's development records, evidence of suitability and qualifications, and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Donna Green

Full report

Information about the setting

The Village Playgroup was registered in 1981 on the Early Years Register. It operates from a village hall in Sicklinghall on the outskirts of Wetherby. There is an enclosed area available for outdoor play. The playgroup employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two hold level 6. There are currently 21 children on roll who are in the early years group and attend for a variety of sessions. The playgroup is open from 9.15am to 3.15pm Monday to Thursday, and 9.15am to 12.15pm on Friday, during term time only. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend further use of the indoor area, using developmentally appropriate resources and activities to support children's learning experiences, in order to help them to explore and investigate

Inspection judgements

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

Staff have a thorough understanding of the learning and development requirements of the Early Years Foundation Stage to support children's progress. They frequently observe what children can do and assesses their stage of development to plan appropriate activities. Staff record good quality information that is reflective of where children are at. They effectively extend the children's knowledge and understanding of the natural world through planned outdoor play. Such experiences include investigating the properties of water and its forces as it spins a water wheel. The staff approach to planning ensures that children are active participants in their learning and make good progress. Staff ensure that parents have frequent opportunities to look at and comment on their own child's records. They actively encourage parents to be involved in their child's learning at home. This is through a useful newsletter, daily updates on what children are doing and parent information board.

Children are happy and enjoy their time at playgroup. They play with dough and enjoy hiding and finding small bears as they pat, knead and roll the dough. Staff support children's play with the dough and ask them open-ended questions about the whereabouts of the bears and to explain the texture of the dough. Children are given the time they need to respond to staff questions as they play with the dough. Staff support children to count the bears as they find them and use language such as under, over and inside. As a result, children are developing mathematical language and counting skills. Small world

play with the garage provides children with an opportunity to push and pull cars up and down the garage ramp. Children watch the cars roll down with excitement and repeat their play. As a result, they are actively learning and developing technological knowledge and understanding of forces. Staff use big display boards to teach children things. This ensures that children have group time and they are learning things such as the days of the week, letters and sounds and group behaviour rules. As a result, they are acquiring the skills they need for future learning and school.

The learning environment is bright and welcoming and provides children with lots of room for movement. Therefore, they have opportunities to develop physical skills. Children independently access a range of resources, such as mark making, musical instruments and books. All resources are stored at child height in clear accessible boxes and labelled with pictures and text. This ensures that children can be independent in their preferences for play. Although there are a wide range of resources available for children to independently access, they do not have consistent access to a variety of different materials and resources that fully extend their exploratory play. The outdoor play area is well resourced where children enjoy sand and water play and planting seeds and bulbs. Since the last inspection, the playgroup staff have installed a mud kitchen and a vegetable garden. As a result, children are developing knowledge and understanding of the natural environment around them.

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

Children settle well due to the effective support given. The staff gather useful information from parents so that they can meet children's needs. Staff are positive and friendly with the children and give them lots of attention. As a result, children are secure and comfortable and feel valued. The staff give children regular praise during play, to boost their self-esteem. They talk to children about the expectations so that they understand how to behave in the environment.

Staff have clear and consistent methods for managing unwanted behaviour. The staff provide children with a variety of opportunities to begin to feel comfortable about their move to school. They take children on school visits and to events held at local schools. Teachers from local schools are invited to visit the playgroup and meet children, and the staff ensure that children have developed independence skills. As a result, children make good transitions to school. The staff provide regular opportunities for children to enjoy the outdoor environment. Children have access to a wide range of activities and resources, for example, sand and water play, ride-on toys and a vegetable garden. As a result, they develop physical skills.

Staff are effective in teaching children about their own safety. For example they teach children about road safety when they are on outings. Staff sit down with children at mealtimes and talk to them about healthy foods, which means they learn about a healthy lifestyle. Children eat melon and apple at snack time. The staff teach children about good hygiene as they encourage them to wash their hands before snack and mealtimes and after nappy changing. Children have access to adequate hand washing facilities.

Consequently, children are being given clear messages about personal hygiene from an early age and developing good habits.

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

The staff have a good understanding of the welfare requirements for the Early Years Foundation Stage and implement them well to promote children's safety. Effective procedures are in place should they have any concerns regarding a child in their care. Staff are able to give appropriate examples of possible indicators or signs of abuse or neglect and display safeguarding information at the playgroup. Parents are further assured of their children's welfare and safety as robust recruitment and selection procedures are implemented. Disclosure and Barring Service checks are carried out on all staff to assess their suitability. The premises are secure and well maintained, and staff regularly review risk assessments for both the premises and outings to promote children's safety.

Staff are well supported and receive regular supervision and training. Since the last inspection, staff have attended many courses, such as communication and language development and child protection. Two members of staff have been supported to achieve an early years degree and level 3 early years qualifications. Self-evaluation is clear and precise, and the playgroup manager demonstrates a commitment to making positive change and developing provision further. She aims to continue to train staff to a higher level and update the playgroup provision further, and has worked in partnership with the local authority early years advisers to develop an action plan. This has had a positive impact on the quality of support for children's learning and development, which has improved. The manager seeks useful feedback from parents through the use of a questionnaire and their daily comments. Staff use detailed and thorough monitoring of children's progress and the areas of learning to ensure that children make good progress towards the early learning goals.

The staff provide useful and detailed information for parents and carers about the care, learning and development of children and how the setting is run. This includes a range of clear and informative policies and procedures and information about the playgroup services. Parents have access to their children's files, receive a useful update on what their child has been doing during the day, along with termly newsletters and child progress summaries. This ensures that parents are fully informed of their child's experience and they are able to extend activities to the home. Parents report that communication is good and they feel informed about their child's progress and overall development. The staff are aware of the importance of engaging in partnerships with other agencies to ensure appropriate interventions for children who may need additional support. They are proactive in sharing information with other providers to ensure continuity for children between the two settings. This includes agreeing a consistent approach to supporting a child's next stage of development.

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	400340
Local authority	North Yorkshire
Inspection number	872182
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	21
Name of provider	The Village Playgroup Committee
Date of previous inspection	04/05/2011
Telephone number	07765 697 642

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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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