

# Stockton Lane Playgroup

Inspection report for early years provision

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**Unique reference number** 321590  
**Inspection date** 03/11/2011  
**Inspector** Jackie Phillips

**Setting address** Stockton Lane, York, North Yorkshire, YO31 1JG

**Telephone number** 07746 806426

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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Stockton Lane Playgroup has been established within the community since 1964. It registered in 1992. The group operates from the premises of the Christchurch Centre in Stockton Lane, Heworth on the outskirts of York and is managed by a committee of parents. The main hall and two side rooms are used at various times depending on the activities being undertaken. There is an enclosed outdoor play area for children to use. The provision is registered on the Early Years Register and both parts of the Childcare Register. It provides care for a maximum of 25 children from two to five years of age. There are currently 60 children on roll. Children attend for a variety of sessions and the group welcomes those who have special educational needs. The provision opens five days a week during school term times. Sessions are from 9am until 12pm noon Monday to Friday and on Tuesday and Wednesday afternoons 12.30pm to 15.30pm.

Four staff work with the children, all of whom hold recognized childcare qualifications and there is also a qualified relief supervisor. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the local partnerships of schools, day nurseries and childminders. Teacher input is received from the local schools children will attend. The group has achieved 'Steps for Quality' level one.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress in their learning. They are provided with an interesting and stimulating range of activities that take place inside and outdoors. All major areas relating to keeping children safe, healthy and well protected are good. Adults value partnership working, particularly to enable them to meet children's individual needs. Members of the staff team recognise the positive impact effective relationships have towards children's achievements and well-being. Their vision and drive towards continual improvement is good.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve the organisation of the settings range of written policies and procedures
- provide opportunities for children to take part in recycling activities.

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

Adults who work or have close contact with children are suitable to do so because they have been appropriately checked. Volunteers who regularly help out at the

setting are not left in sole charge of children. Staff access appropriate first aid and safeguarding training and have a range of good procedures in place to make sure children are safe and well protected. For example, children are escorted and well supervised as they use the toilet area which is some distance away from the playroom. Staff know the action to take if concerns are raised about a child's welfare or well-being. There is a good range of written information in place for referral regarding the protection of children should this be required. The provision indoors and outside is secure. Risk assessments are used to focus adults' attention and identify any potential hazards. There is a broad range of written policies and procedures in place to support the overall operation and management of the provision. These are regularly reviewed but some details are out-of-date and the quantity of the documentation makes it difficult to find important information easily.

Team members organise the play room very effectively. They provide a well resourced and welcoming setting. Focussed play areas and interesting pictures and posters contribute successfully towards making the environment conducive to learning. Resources are plentiful and good attention is given to providing some at child height enabling them to make independent choices and decisions. Adult supervision and interaction is of a high level. This means children are very well supported to make progress in their learning. Regular observation and assessment of children's progress takes place. Clear plans for future learning targets exist through secure methods of tracking and identifying and meeting children's individual needs. Written information of the activities provided are detailed and although the exciting range of outdoor experiences matches those that take place inside, planning documents do not reflect this. Adults use what they know about each child's starting points and interests to plan a varied programme for learning. Groups of children defined by age range attend the provision at different sessions. The team is clear about target setting for these groups helping to keep children challenged, motivated and interested.

The team is well established and morale is high based on a firm belief in the setting's success. Positive relationships with parents exist and they are provided with a regular flow of information to keep them informed and involved. For example, regarding aspects of their own children's progress. The setting expertly liaises with external agencies and early years professionals to ensure children's progression and continuity of care. There are well established channels of communication between all partners involved with individual children to ensure they receive the support they need making a strong contribution to children's achievements and well-being. Since the last inspection the provision has been successful in making and sustaining improvements. For example, recommendations raised have been well addressed and new equipment and resources purchased to improve the provision and outcomes for children. The manager knows the setting very well. For example, understanding its strengths and recognising weaknesses particularly the challenges faced being part of a shared community provision. She and the team have a clear vision for the future based on this knowledge but also from information gained from parents, children, colleagues and partners.

## **The quality and standards of the early years provision and outcomes for children**

Children are actively involved in their learning. Some show high levels of sustained concentration at activities they find interesting. For instance, during water play they fill and empty a varied range of containers. At the time of the inspection the youngest group of children were present, some of whom had only attended the provision for a short time. They entered the playroom excited, happy and content to be there confidently separating from their parents. Children have swiftly familiarised themselves with the routine and know to find their name badge before they go off to play. Relationships with adults are quickly established helping children feel safe and secure. The individual needs of groups of children including those with specific requirements are very well met. Adults respond appropriately to develop their skills and understanding of adapting activities, supplying resources and providing meaningful experiences to help children learn according to need. For example, recognising the variable learning styles between boys and girls.

Children explore their surroundings indoors and outside with great enthusiasm and interest and use a varied and challenging range of tools, toys and equipment. They investigate natural materials, such as, water and sand and enjoy digging in the garden to make mud pies. They willingly take part in activities including those to express their creativity when making collage pictures for the forthcoming bonfire night celebrations. Outdoor play is valued and children experience growing and harvesting their own produce, such as carrots, potatoes, onions and herbs. They particularly enjoy tasting the fruits of their labour such as the parsley. A variety of wellington boots available means children can use the outside areas during all weather conditions. There are some aspects of recycling that takes place but this is not yet fully explored.

The programme for learning includes lots of opportunities for children to learn about their local community and the wider world. Regular visitors to the setting include adults from the local school and police officers who introduce children to the dangers of talking to strangers and road safety. A local farmer arrives via tractor and is sometimes accompanied by his lambs. Learning experiences are organised to enable children to take part in events focussed on the celebration of traditional and cultural events. This often involves tasting authentic food, for instance, experiencing eating noodles with chopsticks as part of the Chinese New Year celebrations. A varied range of equipment supports early learning with information and communication technology, such as using a laptop or programmable equipment. Children take part in fundraising to help purchase new equipment for the group or to support local charitable events. They each arrive with a piece of fruit to place in the basket and share with their friends at snack time. They are encouraged to take some responsibility such as helping to tidy away the toys or collecting the empty milk cartons when everyone has finished. This helps children to develop social skills and understand their place in society. Overall, children are very well equipped with the skills they need in order to secure future learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met