

# Sutton Playgroup Ltd

South Craven Baptist Church, Holme Lane, Sutton-in-Craven, KEIGHLEY, West Yorkshire, BD20 7LL

## Inspection date

15/11/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 staff have a good knowledge and understanding of children's development and learning and provide an interesting and challenging environment.
- Children become engaged in activities and enjoy constant challenges, which helps them to remain motivated to learn and find things out for themselves. Children are self-confident and have formed secure attachments with their key person.
- Practitioners are regularly encouraged to attend training courses and workshops to support children's development and to keep abreast of the constant changes in childcare.
- Partnership building is very well established to secure appropriate interventions for children to receive the support that they need.

### It is not yet outstanding because

- Opportunities are sometimes missed, in planned activities, to support children's communication and language development when they have speech and language delay.
- The quality of teaching in unplanned activities does not always foster child-initiated 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 in the large playroom.
- The inspector observed children in the quiet room at circle time.
- The inspector observed children playing in the garden.
- The inspector sampled paperwork and policy and procedures and looked at the hard copy self-evaluation form.
- The inspector conducted two joint observations.

## Inspector

Thecla Grant

## Full Report

### Information about the setting

Sutton Playgroup Ltd is a non-profit making privately owned provision that has been operating since 1980. The playgroup was newly registered in 2012 due to changing its status to a limited company. The playgroup is registered on the Early Years Register and is situated in a semi-rural area in the village of Sutton in Craven midway between Skipton and Keighley. It operates from two rooms within South Craven Baptist Church and children have access to two enclosed outdoor areas. The playgroup serves the local area and is accessible to all children.

The playgroup is open during term time only. It operates from 9am to 11.30am on Monday, Wednesday and Friday morning and from 12.30pm to 3pm on a Monday and Thursday afternoon and an extended session from 11.30am until 2pm on a Friday for funded three- and four-year-old children leaving for school the following September. The playgroup receives support from the local authority.

There are currently 30 children on roll in the early years age group, who attend for a variety of sessions. The playgroup employs five members of childcare staff. Of these, four hold a qualification to level 3 and the manager has a level 5 qualification.

### **What the setting needs to do to improve further**

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

- develop the educational programme for communication and language further by: providing opportunities to support children with language delay to develop their speaking and understanding
- shape teaching and learning experiences further by; refining planning systems to add more detail about how resources will be used to support child-initiated play.

### **Inspection judgements**

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

Children enjoy playing and exploring with a wide range of activities that offer an appropriate challenge for them to remain motivated to learn and find things out for themselves. For example, children enjoy creating and thinking critically during the construction play. They use various zoo animals to add to their construction and put the monkey to the top of the tree, thus, making links with what they know. The educational programme includes the prime and specific areas of learning to enable the children to reach their expected levels of development. Therefore, activities, such as bun decorating are planned to support children in exploring and using media and materials. During the activity, children learn about 'changes in properties' through discussing what the icing sugar looks like and what will happen when water is added. They also develop mathematical language as they compare the sizes of the different buns and the practitioner uses words, such as thicker to widen children's vocabulary. However, opportunities are sometimes missed for children with gaps in their communication and language development to learn new words in the context of activities. For example, when children with speech difficulties point to the decorations for the buns, this is not always followed up by naming the object. This means that at times children's speaking is not

sufficiently promoted.

The systems in place to assess the children and plan for their learning include the prime and specific areas. Planning also includes the characteristics of learning. However, adults on occasion take the lead in child-initiated activities. For example, during garden play, children who request to make a tent are not effectively supported in testing out their ideas. Some children discuss using the drain pipes to stand the tent up, while others decide to use the tape measure and run it along the large plastic sheet, saying, 'I'm using this'. However, instead of following the children's interest, a practitioner changed the activity to counting the numbers on the tape measure and then writing them on the chalk board. This means that at times opportunities are missed to follow children's lead in their play.

Systems in place to monitor children's development are good. Practitioners use an online programme devised by the local authority to monitor the progress of children's development and identify gaps in their learning. Arrangements are also in place for the two-year progress check and plans are available to support children with special educational needs and/or disabilities. Plans to involve parents in their children's learning are continually evolving. This means that parents involvement in their children's learning is constantly improving.

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

The provision is warm and welcoming with a wide range of resources for children to access. An electronic picture frame in the foyer with rotating photographs of children accessing the resources adds to the ambiance of the provision. Children are greeted by a practitioner as they enter the playgroup with their parents. This fosters positive relationships between practitioners and the parents. Children's self-confidence is promoted through exploring their environment and accessing suitable challenges. For example, all children are provided with clear guidance on what is acceptable behaviour. They know the routine of the provision and how to keep themselves safe during play. Therefore, when moving large items in the garden area, children drag them along the ground and are commended for remembering the rules of the setting. This means that children are able to cooperate within boundaries and routines. During lunch time, children develop an awareness of health and self-care. For example, they are encouraged to wash their hands before lunch.

Children have formed good attachments to their key person because arrangements in place to promote the key person system are good. Practitioners are committed to working with parents to improve their children's development and in turn, parents share what they know about their children on entry. They also keep abreast of their children's development through viewing their assessment. They also add to this to support their children's learning.

Children are offered a balance of active and quiet activities. For example, a group of children enjoy sitting in the cosy area, reading books and talking to each other as they

relax. Children also enjoy practising their balancing skills on the coloured planks set out for them to walk on. This means that children have some opportunities to engage in different types of activities and remain motivated to learn. One afternoon a week is dedicated to preparing children who will attend school, in the next school year. To prepare the children, practitioners plan school based activities to prepare the children for their transitions. They also invite the school's teachers into the setting to meet the children. This means that children are well supported in their transitions to school life.

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

The manager has a very good understanding of her role and has devised paperwork to implement the appraisal arrangements to monitor practitioner's professional development. Through this, the manager has identified the training needs of practitioners and has booked training courses, especially in the two-year progress check. The manager has cascaded training on the prime and specific areas of learning and monitors the practitioner's implementation of the revised Statutory Framework for the Early Years Foundation Stage. She has also devised plans to support them in this, which will be reviewed at the end of term. As a result, practitioners have a good understanding of the seven areas of learning and activities are planned within this. However, opportunities are missed for children with language delay to promote their communication and language development. This means that the quality of teaching is not consistent in fostering the children's early learning.

The system in place for safe recruitment is strong, as a result, all staff are vetted and receive training in safeguarding and food handling. The manager also has a good understanding of the safeguarding and welfare requirements and makes sure systems in place implement these into the provision. As a result of this, practitioners know about children's likes and dislikes and any medical needs they may have. Practitioners also have a clear understanding of the signs and symptoms of abuse. Therefore, they are able to safeguard children.

The provision is suitably evaluated through discussions with practitioners and parents. As a result, the strengths and weakness of the provision are discussed and plans put in place for improvements. This means that the provision is continually making progress in children's care and learning. The manager is committed to partnership working and as such has developed good relationships in the community. For example, she is on the steering committee for the children's centre and has made links with the local authority, schools and other outside professionals, such as a speech therapist. This means that children's care and learning is very well supported. The manager continually looks at ways to promote partnership with parents. She has introduced regular parent meetings and newsletter to keep them informed of what is happening in the provision and to keep them abreast of changes in the revised Statutory Framework for the Early Years Foundation Stage. This means that partnerships are developing well, to support children in the setting.

## 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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

|                                |                 |
|--------------------------------|-----------------|
| <b>Unique reference number</b> | EY446193        |
| <b>Local authority</b>         | North Yorkshire |
| <b>Inspection number</b>       | 795752          |
| <b>Type of provision</b>       |                 |

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 26                       |
| <b>Number of children on roll</b>  | 30                       |
| <b>Name of provider</b>            | Sutton Playgroup Ltd     |
| <b>Date of previous inspection</b> | Not applicable           |
| <b>Telephone number</b>            | 07974895171              |

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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 that are usually their 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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