

Stillington Playgroup

Stillington Primary School, Main Street, Stillington, York, North Yorkshire, YO61 1LA

Inspection date

12/12/2012

Previous inspection date

10/02/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 have a good understanding of the Early Years Foundation Stage and plan a wide range of interesting activities that children enjoy taking part in. This means they learn effectively and make good progress.
- Children behave well and form good relationships with the adults who care for them and the others who attend. They play well together and share the more popular toys fairly which promotes a calm and caring atmosphere throughout the group.
- Staff provide children with a bright, welcoming and well-resourced environment. They are able to explore and decide what they want to play with, which means they feel comfortable and at home in their surroundings.
- Staff work well together as a team. They are friendly and approachable, are well organised and give good attention to providing a safe environment, which means parents are confident to leave their children in their care.

It is not yet outstanding because

- Staff do not fully encourage parents to share information about their children's learning. This means they are not fully involved in planning activities in the setting that are sharply focused on meeting their children's individual developmental needs.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the classroom and outdoor play area.
- The inspector met with the manager and registered person and spoke with the staff at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed the provider's improvement plan.
- The inspector looked at children's learning records, planning documents, a selection of policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Stillington Playgroup was registered at the current site in 2005. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is situated in the village of Stillington, a few miles north of York. It is managed by a voluntary committee made up of parents and serves the local area. The playgroup is

accessible to all children and operates from a classroom at Stillington Primary School. There is a fully enclosed area available for outdoor play.

The playgroup employs three members of childcare staff, all of whom hold an early years qualification at level 3 or 4. There is also a regular volunteer. Opening times are Wednesday and Thursday during term time from 9.15am to 3.20pm. Children attend for a variety of sessions and there are currently nine attending, all of whom are in the early years age group. The playgroup provides funded early education for three- and four-year-old children and is able to support children who speak English as an additional language and those with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop partnerships with parents by encouraging them to share information about their child's learning at home.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage (EYFS) and the seven areas of learning. They use good teaching techniques to engage children in the activities they provide and show an enthusiastic approach which means children want to take part and enjoy their learning. Staff enable children to follow their own interests. They give them time to explore for themselves but are on hand to support and extend their learning as needed. For instance, one child was given time to decide what items they wanted to use to make a ship. When they struggled to attach the sails a member of staff sensitively suggested using sticky tape instead of glue, to see if that would work. Consequently the child was able to complete their model successfully and was happy with the outcome. Overall, staff are successful in observing, assessing and planning for individual children to support their play and learning. Children's learning records include written observations of their responses to the activities and help staff to track their progress, to assess if this is in line with the expected development bands for their age. The records are shared with parents. However, parents are not fully encouraged to tell staff about their children's learning at home to help them in planning precisely for children's next steps in order to extend their progress further.

The organisation and presentation of toys and resources is very effective and enables children to make independent choices regarding what they would like to play with and

how they spend their time. For example, they enjoy building with large bricks and filling and emptying containers in the water tray. This enables them to develop an understanding of how things go together and about capacity which effectively supports their development in maths. Staff provide valuable opportunities that enable children to develop their communication skills and to extend their language. They talk to them about what they are doing during the activities and ask them open-ended questions to make them think. For example, on being asked where their ship was sailing to one child imaginatively replied it was going to a nearby village to pick up their daddy. The children come together for singing activities, which enables them to work as a group and they robustly join in with their favourite Christmas songs, such as 'when Santa got stuck up the chimney'. This means they increase the range of songs and rhymes they know and encourages them to match their movements to the words. Children have good opportunities to be creative. For example, they make Christmas tree decorations from salt dough and become fully immersed as they decorate these with a variety of resources, carefully snipping items, such as straws to fit the shape. Children enjoy using a range of instruments, exploring the different sounds of drums and bells, for example. They cooperate well as they work together to form a 'band' and enjoy showing off their musical skills. Children's readiness for school is supported well. For example, teachers from the foundation stage class regularly use the playgroup room with their children during the sessions, which means the playgroup children become known to them before attending school.

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

Staff develop close and trusting relationships with the children. As their key person they know them well and can confidently discuss their learning needs and their personality. This means children settle well and are happy and emotionally secure. Children are confident to approach staff and they respond to the children's needs with a caring and considerate approach. For example, when several children said they felt cold on returning from outdoor play it was suggested that they snuggle up on the sofa with a blanket to get warm. This then led to a cosy book reading session. Children have good opportunities to learn about taking care of themselves and their personal safety. For example, they take part in regular fire drills and they learn about different weather conditions and what they should do to stay safe. For instance, one child reminded the others to take care outside as it was icy and they might slip.

Children learn to behave well because they understand what is expected of them. For example, they know to line up for their head count before going outside and they use sand timers with understanding to ensure more popular items, such as play phones and wheeled toys are shared and used fairly. This promotes an atmosphere of calmness, cooperation and equality. Children have high levels of self-esteem and are very confident because their efforts and achievements are celebrated. For example, their Christmas card drawings have pride of place on a display board and during a music activity one child's pleasure on being told their drum playing was very good was evident as they beamed back in response. Children have good opportunities to take part in activities away from the setting. For example, they visit a soft play provision and the National Railway Museum.

This enables them to learn about their local environment and to gain confidence in taking part in activities away from their normal childcare setting.

Children's health is promoted well. They are encouraged to eat healthily because they are offered fresh fruit for their snack and they can have a two course cooked lunch that is provided through arrangements with the school. Children who have specific health needs are supported very well because staff work closely with their parents, attend any necessary training and are meticulous in following procedures and routines to meet their individual needs. Good emphasis is placed on outdoor play. For example, children have access to an enclosed area with a variety of resources which they are very keen to use. This means they benefit from fresh air and develop good control of their bodies. For example, one child confidently climbed to the top of the climbing frame and others showed that they can balance well as they use scooters.

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

The registered person and the manager of the setting work closely together to ensure the safeguarding, welfare, and learning and development requirements of the Early Years Foundation Stage are met successfully. For example, robust systems are in place for the safe recruitment of staff and all members of the team undertake training in child protection to ensure they have a good understanding of their responsibilities in this area. A good range of policies and procedures are in place to support the efficient operation of the setting and these are followed well. For example, daily checks are meticulously carried out on the premises to ensure there are no hazards that could compromise children's safety. The performance of staff is monitored well through the manager's observations of their practice and annual appraisals. Staff show a good commitment to developing their childcare knowledge. For example, one member is currently working towards an additional qualification at Foundation Degree level. The organisation and use of staff is effective which means day-to-day activities are managed well and that children are supported effectively in their learning.

The manager is very clear about what it is she wants to achieve for the setting and is supported fully in this by the committee and the staff team. The service is regularly evaluated through committee and staff meetings and changes are introduced where necessary to bring about improvements. For example, since the last inspection a sofa and bookcase has been purchased to provide a cosy and well-resourced reading area which is very effective in encouraging children to develop a love of books and stories. Areas for future improvement are clearly defined. For example, staff are currently concentrating on fully embedding the changes they have made to the way they record children's progress, so this is in line with the current learning and development requirements of the EYFS.

Partnerships with parents are good overall. They receive a good amount of information about the service through a welcome pack, a web site and regular newsletters and daily discussion. They are invited to attend activities with their children away from the setting, such as a visit to the National Railway Museum, which enables them to be involved in their learning through first hand experiences. However, they do not play an active part in

planning for their children's future learning as they are not fully encouraged to share information about what their children have achieved at home. Parents' comments about the setting are very positive. For example, they praise the friendly staff team and they particularly like the homely environment that they create.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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

Unique reference number	EY308489
Local authority	North Yorkshire
Inspection number	895299
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	9
Name of provider	Stillington Under Fives
Date of previous inspection	10/02/2010
Telephone number	01347 810 347

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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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