

Marygate Playgroup

Clifton Methodist Church, Clifton, YORK, North Yorkshire, YO30 6AL

Inspection date

28/02/2013

Previous inspection date

09/11/2009

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

- Children are very confident communicators because staff engage in a wide variety of conversations with children, ask open-ended questions and respect their ideas.
- Children's individuality is respected and embraced by staff. As a result, children's learning, development and welfare are effectively supported to ensure they make good individual progress.
- Staff ensure a wide variety of resources are available for children to explore and experiment with. This supports children to become active learners.
- Children are developing a good understanding of how to lead healthy lifestyles because staff discuss healthy eating and invite a wealth of visitors into the setting to promote exercise.
- Staff have a positive attitude to continuous improvement and a clear focus on areas for development. Consequently, targets for improvement are realistic and attainable.

It is not yet outstanding because

- There is scope to strengthen the partnerships with other settings children attend to ensure their learning and development is consistently supported.

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.

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

Inspection activities

- The inspector observed children in the main hall and the quiet room.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the chairperson, the manager and two parents.
- A range of documents relating to children's learning and development were inspected including observations, planning, tracking and development files.
- The inspector checked evidence of staff suitability, risk assessments, training certificates, policies, procedures and the setting's self-evaluation form.

Inspector

Laura Hoyland

Full Report

Information about the setting

Marygate Playgroup was established approximately 45 years ago. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Methodist Church near Clifton Green, close to the centre of York and is managed by a voluntary committee. The setting operates from the first floor hall with access via a staircase. There is a fully enclosed area available for outdoor play.

The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, including the manager who has Early Years Professional Status.

The nursery opens Tuesday and Thursday from 9am until 1pm and Monday and Friday from 9am until 3pm, term time only. Children attend for a variety of sessions. There are currently 18 children on roll, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- strengthen partnerships with other Early Years Foundation Stage providers to ensure information is consistently shared to support children's learning and development between settings.

Inspection judgements

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

Children are making good individual progress in their learning and development. This is because staff plan activities and opportunities that motivate children to learn. Staff use children's interests as the basis for their planning and regularly observe children in their play. This means children's individual next steps are planned to support them to learn new skills and develop their thinking ability. Children's progress is routinely monitored and staff are aware of any emerging gaps, which are focused on and quickly closed. As a result, children are progressing well in all areas of their learning and development.

Staff have a good understanding of how children learn and develop and they give high priority to getting to know individual children well. This means children's needs are respected and staff can support their learning and development effectively. Staff understand that children develop at different rates and they respect that children need

time to play and explore. For example, they provide wooden planks for children to push cars down, this allows children to experiment with forces and develop their mathematical skills. Staff clearly understand the importance of children being actively involved in their learning.

Children are very confident communicators and are eager to create friendships with new children attending the setting. In addition, children engage in conversations with adults asking questions, such as 'what is your favourite shop?' and 'what is your favourite dinner?' These questions are asked with genuine interest and demonstrate children's confidence and ability to engage with both children and adults effectively. Children enjoy listening to stories and singing their favourite songs. Staff use these opportunities well to ask open-ended questions to develop children's thinking skills.

Staff understand the importance of preparing children for the next step in their education. They have a strong focus on the skills that support children to make smooth transitions, such as developing their confidence, self-esteem and ability to listen to instructions. Consequently, activities are planned to support children to acquire these skills. Parents are involved in children's learning and state their children are making good progress. Regular newsletters and daily verbal communication means that children's learning is effectively supported between the setting and home.

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

Positive relationships have been created between staff and children. Each child is assigned a key person who gets to know the child very well. This means their individuality is acknowledged and respected. Staff spend time getting to know children and their families when they start at the setting, they learn about their backgrounds and any circumstances outside the setting that may impact on their learning and development. Consequently, children and families are fully supported by staff and relationships are well established.

Children are learning to adopt healthy practices and routines. For instance, they wash their hands prior to eating and are becoming confident to take care of their personal hygiene. Staff ensure they are close by to support children who are developing their independence. Children are provided with a range of healthy snacks and a health professional works with staff and parents to extend their knowledge and understanding of healthy meals and food to provide in packed lunches. This means children are beginning to understand about healthy eating. Staff invite a wealth of visitors into the setting to promote physical exercise, for example, local footballers hold football sessions to support children to develop ball skills. Furthermore, children enjoy ballet sessions and visits from a local tennis coach. These opportunities support children to adopt healthy, active lifestyles.

Children behave very well in the setting because they are aware of the rules and boundaries. Disputes between children are managed well and children understand that some actions hurt others. They are keen to apologise and staff praise the mature behaviour they display. Children are learning about how to keep themselves and others safe. For instance, they know they must have an adult with them to access the quiet room

as they cannot be seen if they are alone. Staff allow children opportunities to take calculated risks and learn about dangers in the environment. For example, they climb with caution to access the tall rocking horse and carefully negotiate their way down the staircase to access the outdoor area.

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

Staff have a very good understanding of how to safeguard children. They have all attended safeguarding training and know who to contact if they have any concerns regarding children's welfare. All staff have been stringently checked to ensure they are safe and suitable to work with children. Staff are subject to a comprehensive induction procedure and supported to access a range of training courses to update their knowledge and understanding of childcare subjects and acquire new skills. This means staff are continuously developing professionally.

Regular staff meetings, appraisals and committee meetings mean that the staff are aware of their roles and responsibilities. They have effectively and promptly addressed the previous recommendations from the last inspection and staff have a clear focus for continuous improvement. Planning meetings enable the manager to closely monitor the educational programmes and ensure that all children are well supported to make good individual progress in their learning and development.

A comprehensive set of policies and procedures underpin the running of the setting. Parents are aware of the documents and many policies are displayed on the parent's information board. This means they are able to access them at their convenience. Partnerships with parents are strong and they feel valued, welcome in the setting and aware of what their child is learning. Partnerships with local nurseries and schools have also been established. However, there is scope to strengthen these relationships to ensure children's learning and development is consistently shared.

The Childcare Register

The requirements for the compulsory 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 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 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	321497
Local authority	York
Inspection number	877077
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	18
Name of provider	Marygate Playgroup
Date of previous inspection	09/11/2009
Telephone number	01904 611492

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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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M1 2WD

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