

Hutton Cranswick Playgroup

Methodist Church Hall, Main Street, Cranswick, Driffield, YO25 9QR

Inspection date

05/06/2013

Previous inspection date

09/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Very good partnerships with parents are formed, and due to sharing information well, children's care and individual needs are very effectively met.
- Children are safeguarded well by practitioners who implement and understand safeguarding practice and procedures. This is given high priority throughout the playgroup, which ensures children are safe at all times.
- Routines are in place that children understand. This helps them know what is expected of them and promotes positive behaviour throughout.
- Children are very happy, settle well, feel safe and enjoy attending the setting.
- Experienced and enthusiastic practitioners provide exciting and stimulating experiences and activities which enhance children's learning and development effectively.

It is not yet outstanding because

- Opportunities to incorporate number within the outdoor environment are missed. This means children are not able to show an interest in numerals in the environment or show an interest in representing numbers while playing outdoors.
- Children are unable to access books or have a quiet area to sit while playing outdoors, to enhance literacy development.

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 observed, interacted and talked with children inside and while playing outdoors during the inspection.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.
- The inspector discussed learning and development, observation and assessment with practitioners and looked at children's individual files.
- The inspector observed group activities including snack and story times.

Inspector

Caroline Basham

Full Report

Information about the setting

Hutton Cranswick Playgroup has been established for 40 years and is on the Early Years Register. It operates from the Methodist Church Hall in the village of Hutton Cranswick and is managed by a voluntary committee. The playgroup serves the local area and is accessible to all children. The children have access to a large hall and there is a garden area and a large enclosed car park available for outdoor play.

The playgroup employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 3. It is open on Mondays from 9am to 3pm, Tuesdays and Thursdays from 9am to 3.30pm, and Wednesdays from 9am to 12 noon, during term time only. Children attend for a variety of sessions. There are currently 32 children on roll who are in the early years age group. The playgroup provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- incorporate number within the outdoor environment by providing number labels for children to use and recognise; for example, by putting a number label on each bike and having a corresponding numbered parking space
- enhance literacy development by extending opportunities for children to access books and a quiet area to read within the outdoor environment.

Inspection judgements

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

Children are highly motivated and show great enthusiasm as they play and are supported by practitioners who have a very good understanding of how children learn and develop. Children's individual likes and interests are captured and enhanced through a balance of child-initiated and adult-led experiences, both in and out of doors. Children can access the large outdoor area freely, and their physical development is enhanced as they run, jump, pedal and push a variety of bikes and equipment. Children act out being different characters and make imaginary ice creams as they play together and access the role play resources. Such role play experiences help the children to develop early friendships and enhance early social skills, initiating conversation and cooperation skills. Opportunities to be creative and make marks are provided through adult-led large outdoor painting

activities. For example, children use descriptive language as they push the large trundle wheels through the paint to make giant sized patterns and pictures. Other children experiment by painting patterns on the wall with paintbrushes and water. However, opportunities to further extend number recognition and counting outside are sometimes missed. This means children's understanding of number and mathematical skills are not fully promoted.

Teaching techniques are good because staff interact effectively, use appropriate language and are committed to enhancing children's learning through play. They know children well and use this knowledge to plan appropriate, interesting and fun activities for all children. Children's early writing skills are developing well, and evidence of this is observed as they happily use the paints and pencils to make marks that begin to resemble early letter formation. Children are proud to point out their writing displayed appropriately at child height on the wall and can recognise their own name. Practitioners support children effectively with the acquisition of language and communication, and basic sounds and words are used in Polish to help settle and support a child with English as an additional language.

Planning and monitoring are effective across the seven areas of learning, and offer interesting and challenging experiences while meeting the needs of all children. This is because assessment is precise and focused. Practitioners work closely with parents, sharing information about individual children's needs and interests, and using this effectively. Practitioners are able to demonstrate that all children are progressing well towards the early learning goals, which in turn is preparing them well for their next transition to school. A new child is heard saying 'I love coming here' on only his second day at playgroup as he draws a picture of a windmill he visited recently. Staff talk about the picture and extend communication and language skills through asking relevant questions and sharing the child's interests.

The well-resourced learning environment helps to support and extend children's learning across all areas. Children use the indoor book area independently and listen and join in with group story times. They are confident in taking turns to contribute to stories and are able to predict what is happening. However, opportunities to further enhance literacy development through the outdoor environment are missed as books are not available and quiet seating areas are limited. Partnerships with parents are very good and parents' comment on how effective and well the playgroup meet each child's individual needs. It is very apparent that the playgroup stands in very high regard within the local community. Strong relationships are being built with new families and information is shared upon registration, with staff gathering 'all about me' starting points.

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

Children settle quickly into playgroup and form strong and very close secure emotional attachments with the dedicated practitioners. They show high levels of confidence and self-esteem, and they delight in joining in both adult-led and child-initiated activities. The key person system supports families well and they know their individual key children and their care routines, dietary requirements, likes and dislikes. Children have a good

awareness of healthy practices and they demonstrate this as they know to wash their hands before sitting down to snack time. They talk about germs and how they are bad for us and can make us poorly. Children make choices during the social snack time as they choose from fruit, raisins and biscuits. They pour their own drink, with support on hand if needed, and this allows children to take responsibility and enhance and practise physical skills.

Practitioners provide good role models and are deployed well. They offer clear guidance for children about what is acceptable behaviour and, due to this, children behave well and are kind and caring towards one and other. They reinforce and praise good manners and behaviour as they teach children to have a good understanding of right from wrong. This is due to all staff having a consistent approach and using strategies and language that children can relate to and understand.

The spacious outdoor area enables children to access fresh air and keep healthy and active. Weekly yoga classes are provided, and the children happily recall the activities they do within these sessions. Practitioners take children to places of interest in the local community, and the playgroup enjoys visits to the local primary school to view productions. This enables children to develop an understanding of the world and the local vicinity in which they live.

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

Children are safeguarded competently and are cared for by practitioners who have been fully vetted to ensure their suitability. Practitioners are fully aware of their responsibility in protecting the children within their care, and have clear policies and procedures in place to support them. Effective risk assessments for all areas are completed, including the outdoor play area, trips and outings, to ensure any potential risks to children are minimised. All children and their families are warmly welcomed and valued. The setting fully understands their responsibility to work with parents and other agencies to meet the needs of all children. Practitioners attend relevant training to enhance their skills, and help and support those who speak English as an additional language.

Planning and assessment are monitored to ensure they are consistent and precise and display an accurate understanding of all children's skills. Educational programmes are regularly monitored to ensure a wide range of experiences are available to enhance all children's learning. The playgroup committee is actively involved and works closely with practitioners to ensure the smooth and effective running of the provision.

Extensive and positive partnerships with parents and other appropriate professionals enable parents to play a full and active role in their child's learning. Parents' views are sought through discussion, open days and questionnaires, and parent volunteers are made very welcome. Information gained is much valued, used and taken into account within self-evaluation procedures. For example, parents requested that the group snack time remained a group social time and not a free-flow snack facility, so this has been adopted.

Practitioners have identified areas for improvement and have detailed plans in place to sustain and further develop the provision for children. For example, the enclosed garden area has had plans drawn up to make it a child-friendly, interactive and more usable space. The ongoing appraisal procedures ensure practitioners highlight any concerns, recognise any special achievements and identify future training needs. They can therefore continue to support their future professional development to further enhance the good care and education they provide.

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	314654
Local authority	East Riding of Yorkshire
Inspection number	868249
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	32
Name of provider	Hutton Cranswick Playgroup Committee
Date of previous inspection	09/10/2008
Telephone number	07749 897 441

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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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Piccadilly Gate
Store St
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M1 2WD

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