

# Youlgrave Playschool

Youlgrave Scout and Community Hall, Alport Lane, Youlgrave, **BAKEWELL**, Derbyshire, **DE45 1WN**

<b>Inspection date</b>	04/04/2014
Previous inspection date	08/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are skilled in identifying and successfully minimising potential risks. Their knowledge of the signs of abuse and awareness of their responsibilities to protect children ensures that children in their care are fully safeguarded.
- The quality of teaching is consistently good because staff have a secure knowledge and understanding of how to promote the learning and development of young children. Consequently, children are making good progress.
- The partnerships with parents are very effective. Staff ensure that parents are continually actively involved in their children's learning and development.
- Children's social and emotional needs are met very well by staff. This is initially addressed with a well-planned settling-in procedure. Relationships are very good and this fosters a sense of belonging and ensures that children are confident learners.

### It is not yet outstanding because

- The good use of print displayed indoors is not extended to the outdoor learning environment to further strengthen the children's very good early literacy and numeracy skills while playing outside.

## 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 toured the premises.
- The inspector observed practice and interaction between staff and children during play and at snack time.
- The inspector looked at various documents including, policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Ruth Hudson

## Full report

### Information about the setting

The Youlgrave Playgroup was registered in 2000 and is on the Early Years Register. It is situated in the village of Youlgrave, Derbyshire, and is managed by a voluntary committee. The playgroup serves the local area and is accessible to all children. It operates from a Scout and Community Hall and there is an enclosed area available for outdoor play. The playgroup employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The playgroup opens Monday to Friday, term time only. Sessions are from 9am until 12pm. Children attend for a variety of sessions.

There are currently 20 children attending who are in the early years age group. The playgroup provides funded early education for three and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The playgroup receives support from Derbyshire local authority.

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

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

- extend the educational programme for literacy and numeracy further in the outdoor area, for example, by creating an outdoor environment rich in print to promote recognition of and the understanding of words and numbers.

## Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and demonstrate a good understanding of how children learn. They have high expectations of the children attending based on their assessments of the children's starting points. This is because they collect detailed information from parents when children start attending the playgroup. This information, together with their own initial observations and assessments, provide staff with a clear baseline for children's learning. Children's progress and development is observed and monitored well with development records updated regularly and children's individual next steps in learning are fully included in the planning of further activities. This enables staff to plan, varied and challenging experiences across all seven areas of learning. These are constantly adapted so that they fully reflect each child's individual play and learning needs. As a result, children make good progress in their learning and development. Children with special educational needs and/or disabilities receive timely interventions, because staff can easily identify any support they may require. This also ensures that children are well prepared for their next steps in education.

Children have access to a stimulating environment both indoors and outdoors and happily

choose from a good variety of activities and resources that are safe and meet their development needs well. Staff consistently offer good support and motivate children to get involved and learn. Communication and language development is well promoted by staff with staff using verbal communication and signing to support children language development and understanding. When staff talk with children, they ensure that any questions asked are open ended and that children are fully encouraged to think about how they want to respond. Children benefit from a wide variety of books and enjoy looking at books alone or together as they share a book as a group. This helps promote their early literacy skills. There is a well-equipped mathematics area available and the children are confident using the equipment in everyday routines. For example, when too many children want to use the same piece of equipment, staff remind them they need to take it in turns and ask the children how they can monitor this. Children enthusiastically collect a sand timer from the mathematics area and use it to time each other. The indoor environment is rich in print displayed on the walls, which is effective in supporting children's early literacy and numeracy skills. However, the good use of print displayed indoors is not fully extended to the outdoor learning environment to further strengthen the children's very early literacy and numeracy skills while playing outside.

Manipulative skills are practised daily, with excellent use being made of a full range of safe small tools and toys. Resources, such as, paint, play dough, crayons and chalks and cutting and sticking activities are always available. For example, children use tools to make patterns in play dough they are fascinated with the different patterns the textured rolling pins make. Staff support children to experiment with them comparing the patterns they make supporting their early writing skills. Opportunities for children to explore and investigate are very good. For example, staff provide children with a large box. Children excitedly climb in the box declaring it to be a pirate ship and then when turned on its side it becomes a house. Skilful questioning by staff enables children to develop their imagination and create their own stories. Communication with parents is very good with regard to sharing information to ensure that every child makes as much progress as they can. Parents are very actively involved in their children's learning in a wide range of ways. For example, they receive ideas about activities they can carry out at home with their child and regularly come into the playgroup to discuss their child's progress. Regular newsletters and meetings result in very good partnerships with parents. Partnerships with other early years providers are highly effective in order to ensure consistency of care and learning.

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

Children's emotional well-being is very well supported through an effective key person system. They share positive relationships with the skilled and approachable staff, who are caring and sensitive to each child's individual needs. Staff spend time talking to parents in detail about their children and provide a settling-in process to make sure every child feels especially secure. Children are confident to try new things and fully participate in the activities the playgroup has to offer. All parents know who their child's key person is because there is a gradual settling-in procedure where staff, children and parents build relationships. During the effective settling-in period staff work with parents to understand children's individual routines and their starting points. This means they can support

children to settle, while at the same time, engaging them in activities and learning opportunities that stimulate them and support them to learn and develop.

Children learn about expected levels of behaviour from the positive role modelling of staff and from each other. Children's behaviour is very good because staff provide clear boundaries and implement the behaviour management policy consistently throughout the playgroup. Staff manage inappropriate behaviour in a calm, sensitive way that is appropriate to children's age and stage of development. As a result, the playgroup is full of happy, settled and well-behaved children. There is a good focus on outdoor physical activities and this enables all children to develop very good control of their bodies and to benefit fully from lots of fresh air. Children are encouraged to pour their own drinks and help prepare snacks that are healthy and nutritious. For example, fruit, cheese, bread sticks and dips. This range of food gives the children the opportunity to try new tastes and is varied to encourage children to be interested in what they eat.

Staff are vigilant in promoting very good hygiene as a matter of course in their daily routines. Children have good opportunities to learn about self-care from an early age. For example, children independently wash their hands after using the toilet and before eating. Children learn to behave very responsibly from a young age and to cooperate within a group. They are reminded to tidy toys away keeping themselves and their environment safe. Staff allow children the opportunity to take calculated risks. For example, children build a bridge from planks and crates. As they start to walk across it staff talk to the children about making sure the bridge is safe. Staff point out that one of the planks is not very secure, asking children how they can make sure that it is safe. The children adjust the planks and check with staff that it is safe before climbing on the bridge again. Staff understand the importance of children learning through active play and talk about the safety implications of activities. As a result, children are developing very good levels of safety understanding, confidence and self-esteem. These opportunities support children to develop skills for the future and learn how to keep themselves safe from harm. The move on to school is supported by the playgroup as they have very strong links with the local school, with staff from school visiting the playgroup to observe and meet children. Information is shared appropriately to ensure children's learning is not disrupted when they move on to the next stage in their learning.

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

The manager ensures safeguarding is given high priority and all staff working in the playgroup are fully aware of their responsibilities to protect children from abuse and neglect. The playgroup has robust procedures for recruitment, vetting and induction to assess the suitability of staff working with children. All staff attend regular safeguarding training and hold a first aid certificate. All documentation related to safeguarding and welfare requirements is completed to a high standard to support the safe and effective running of the playgroup. Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and are effectively implemented. For example, robust risk assessments of the premises and resources are in place. All accidents in the playgroup are regularly monitored, enabling staff to act quickly to collate and analyse

information and minimise further accidents. As a result, children are kept safe.

The manager effectively monitors the educational programmes. Consequently, children's care and learning needs are well addressed. Staff are successful in ensuring that all children make as much progress as they can, in relation to their starting points. This means all children including those with special educational needs and/or disabilities make good progress towards the early learning goals. The new manager has worked with staff and the management committee to reflect on the progress of the playgroup, and has produced a series of action plans for further development of the playgroup. A clear progression can be seen in these plans. Staff seek and welcome the opinions of parents in order to improve practice. Parents comment positively on the influence of the new manager on the playgroup and they are very happy with the progress their children are making. Good procedures for monitoring, supervision meetings and appraisal are now in place. The information obtained from parents on their child's individual care and learning is comprehensive and communication between staff and parents is good. This ensures that they work very well together to meet all children's different needs. Staff ensure that links with other early years providers are strong in order to ensure a fully cohesive approach to each child's care and learning. Good relationships with the school ensure that children's transition into school is seamless.

Partnerships with parents are very good. They are provided with a range of well-presented and useful information on noticeboards, through newsletters and verbal updates of what children have been doing each day. Staff see parents as full and active partners in the playgroup. Highly effective partnerships with parents and other providers ensure that children's needs are quickly identified and very well met. Children who require the involvement of external professionals are supported by staff at the highest level because of their very good understanding of the importance of partnership working.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	206915
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	876265
<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>	16
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Youlgrave Pre-School Playgroup Committee
<b>Date of previous inspection</b>	08/07/2010
<b>Telephone number</b>	07745191366

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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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