

# Endcliffe Playgroup

Endcliffe Methodist Church, Neill Road, SHEFFIELD, S11 8QH

## Inspection date

07/07/2014

Previous inspection date

20/01/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

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## The quality and standards of the early years provision

### This provision is good

- Staff have a good knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded at all times.
- Teaching is good and children are provided with a wide range of interesting and age appropriate activities and experiences. As a result, they make good progress in their learning and development.
- Caring and sensitive staff provide a nurturing environment. This gives children a strong sense of belonging and promotes their well-being.
- The playgroup has developed secure relationships with parents. This means that parents are well informed of their children's progress and of how they can contribute to their learning.
- The playgroup demonstrates a good understanding of the importance of working with other professionals in order to ensure that children receive appropriate support, tailored to their individual needs.

### It is not yet outstanding because

- Occasionally, some staff miss opportunities to further extend children's communication and language development by asking open-ended questions during activities.
- There is scope to further enhance the outdoor space so that children can learn about growth and changes over time, for example, through helping to grow vegetables, fruit and plants.

## 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 staff and children interacting during activities.
- The inspector carried out a joint observation with the manager.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector viewed a sample of children's development records.
- The inspector spoke to parents to obtain their views on how the playgroup meets children's needs.

**Inspector**  
Ruth Moore

## Full report

### Information about the setting

Endcliffe Playgroup was registered in 1993. It is managed by a voluntary management committee, which includes parent representatives. The playgroup operates from the Methodist Church Hall, in the Endcliffe area of Sheffield, and is registered on the Early Years Register. The playgroup is open on Monday, Wednesday & Thursday mornings during term time from 9.00am until 12.00 noon. There are currently 32 children on roll, all of whom are in the early years age group. The playgroup employs four members of staff, of whom three hold appropriate early years qualifications at level 3. One holds a qualification at level 2.

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

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

- enhance opportunities for children to further extend their communication and language development by asking more open-ended questions during activities
- enhance the already good outdoor provision to inspire children in their investigation and exploration of the natural environment, for example, by providing opportunities for them to grow and tend fruit, vegetables and plants.

## 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 provide well-planned activities based on children's interests and developmental stage. Educational programmes cover the seven areas of learning and offer a wealth of learning opportunities. As a result, children gain the necessary skills in readiness for school. Observations are purposeful and clearly identify children's next steps in their learning. Regular observations are undertaken on children as they play, which means that staff are knowledgeable about children's development. Planning is flexible and responds to children's needs and interests, offering challenges for children so that they progress in their learning. All adults are deployed very well to support children's learning and their care needs. One-to-one interaction, small group activities and an effective key-person system, result in staff knowing children well and planning a varied range of experiences to meet their individual requirements. As a result, children demonstrate the characteristics of effective learners and make consistently good progress. Teaching and learning is good. Throughout the activities, the members of staff praise children's achievements and use noticeable body language, such as, smiles, shrugs and giggles, to demonstrate their pleasure and encourage children to explore further. This type of interaction demonstrates the good quality of the teaching provided by staff, which is effective and ensures

children's individual interests and preferences are catered for. Consequently, children are enthusiastic to learn and make good progress.

Children use a wide range of activities and experiences across all the areas of learning. They benefit from a selection of good quality resources, which stimulate the children's imagination and promote their confidence in exploring and making choices. Children enjoy their experiences and play eagerly. The older children happily sit at tables and are encouraged to make sea pictures by painting plates, and adding more detail to include different fish shapes, numbers and colours. Children use the resources, such as scissors, confidently and enjoy being creative. Therefore, children are ready for school when the time comes because they have a wide range of skills to support their future education, as well as a very positive attitude towards their learning. Staff verbally interact with children throughout the day, asking questions, posing tasks and providing challenges for them. This promotes early language skills and sustained thinking. However, at times some staff do not ask open-ended questions and can be too eager to answer their own question, which does not leave enough time for children to consider and verbalise their own response.

Staff have worked hard to develop strong partnerships with parents. Children have individual learning and development books containing on-entry assessments, examples of their work, observations and photographs as evidence of their learning. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. For example, regular opportunities are provided for parents to look at, and discuss their child's progress, share the interests and activities they have enjoyed at home. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

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

Highly effective settling-in procedures are in place and children are very well supported emotionally, when they first begin attending the playgroup. A wealth of good quality information is shared to ensure continuity in children's emotional and physical well-being. This helps children to become familiar with their new key person before coming into the playgroup environment. Children then make visits with their parents, based on their individual needs, before staying for the whole session on their own. Parents are welcome to stay as long as required and have use of facilities, such as a private room to talk to staff. Parents state how happy they are with the playgroup and talk about how well their children are supported. Staff are good role models for children. They consistently show interest in children's development and achievements and create a culture of enthusiasm. Children engage in active, safe and stimulating play, demonstrating high levels of independence and motivation. Children cooperate well with each other and know what behaviour is acceptable in the playgroup. This is because a number of good strategies are embedded in practice. For example, children are praised for positive behaviour and spoken to in a sensitive and gentle way, if disagreements arise. Staff have agreed procedures outlining how to manage changes in children's behaviour and the rationale of this is

shared with parents to maintain a joint approach.

Children are supported to develop a good understanding of the importance of a healthy lifestyle. Children's health is supported well as they are offered foods that reflect a nutritious, balanced diet and always have access to fruit and drinks. Children move freely between the indoor and the outdoor areas throughout the session. This means children learn that outdoor play is not just an activity for fair weather and, as a result, they benefit from lots of fresh air. However, there is scope to further enhance the good outdoor space so that children can learn about growth and changes over time, for example, through helping to grow vegetables, fruit and plants. Children increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands after creative play and prior to eating food.

Staff effectively prioritise children's safety and well-being, which ensures that children have an enjoyable and happy time at the playgroup. Children's health and safety are given precedence as they play in a safe and secure environment. Risk assessments are methodical and are regularly updated to reflect any changes in the environment. Staff are vigilant and supervise children very well. Children develop an excellent understanding of how to keep themselves safe at the playgroup and know how to follow the procedures when they practise the fire drill. This all contributes well to helping children progress in their learning and development as they move onto school. Plans are in place to create further links with other settings and to provide information 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, committee and staff are well informed about child protection procedures and have a good knowledge of effective safeguarding practice. Staff are aware of the procedures to follow should they have a concern about a child's welfare. They supervise children well to ensure they are suitably protected. For example, staff open the door to every visitor and meet all adults who collect children from the playgroup. Staff complete regular risk assessments and give a high priority to risk management. There are effective procedures in place. For example, a visitors' book is in use, visitor identification is checked and management ensure that all visitors to the building cannot gain access to the main playroom. Children are further protected as staff keep thorough records of accidents, administration of medication and daily registers. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the playgroup. Staff are further supported through regular appraisals and supervisions. Staff are well qualified and attend regular training to refresh their knowledge when a need is identified. This has a positive impact on their knowledge and understanding of the Early Years Foundation Stage. The manager constantly evaluates the quality of practice and provision provided. As a result, areas for improvement are consistently identified, taking into account the views of parents, staff and children. The playgroup has effective systems of self-evaluative practice in place and staff are fully

committed to constantly improving the playgroup. The committee and manager are fully committed to creating, maintaining and improving the playgroup so that it meets the highest standards and offers the best experience for children.

The manager regularly monitors the planning and delivery of the educational programmes to ensure that children are provided with interesting and enjoyable activities and resources, which support them to make progress across all areas. Frequent observations and assessments of children's learning are completed, which enables staff to identify the progress children make and also any areas in which children may require further support. Since the last inspection, the areas raised for improvement have been addressed. For example, systems have been developed further for observing and recording children's progress, which are then used to plan challenging learning experiences for them. Parents are fully involved in their children's learning and partnerships have been built with other settings. Complaint procedures have been developed and they fully reflect the current legislation. The environment has been developed in order to provide more opportunities for children to practise and extend their skills in problem solving, reasoning and numeracy, which has enabled them to develop their knowledge and understanding of the world.

Partnerships with parents are well promoted because staff actively encourage them to be involved in their child's learning. A wide range of information is gathered from parents at the children's first visit, which enable them to settle quickly. Children's ongoing progress and development is effectively shared with parents on a daily basis. Parents are supported in extending children's learning at home. For example, staff operate a home book system, which states the child's interests and activities from their day at playgroup. It also gives suggestions as to what parents can focus on in the home environment, to support their child's learning further. Parents are very complimentary about the playgroup and the impact it has had on their child's good progress. The manager and staff demonstrate a good understanding of the importance of working with other professionals in order to ensure that children receive appropriate support tailored to their individual needs. These effective partnerships are enabling children to make significant progress, as a result of consistency and coherence.

## 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>	300777
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	876639
<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>	20
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Endcliffe Playgroup Committee
<b>Date of previous inspection</b>	20/01/2010
<b>Telephone number</b>	07980 433849 Playgroup Hours Only

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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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