

# Topcliffe Pre-School Playgroup

The Portacabin, Topcliffe Primary School, School Lane, TOPCLIFFE, North Yorkshire, YO7 3RG

## Inspection date

01/05/2014

Previous inspection date

17/06/2009

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

## The quality and standards of the early years provision

### This provision is inadequate

- Risks to children's health and safety are not always fully assessed and children are not always kept safe. This is with specific regard to the making and distribution of hot drinks to staff and this means that a legal requirement is not met.
- Leaders are not effectively monitoring and improving the quality of teaching and learning. As a result, there are inconsistencies in practice and not enough practice is good to support all children to make the best possible progress.

### It has the following strengths

- Children have positive relationships with staff which results in them feeling secure and happy.
- The playgroup has strong partnerships with parents and effective links with school. This results in positive transition experiences for children.
- The playgroup has appropriate safeguarding policies and procedures in place and staff attend safeguarding training to update their knowledge and keep children safe.

## 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 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 children in their transition process to school and spoke to the Reception teacher.
- The inspector observed activities in the playroom and the outside learning environment.
- The inspector conducted two joint observations with the manager.
- The inspector held meetings with the manager of the playgroup and spoke to the Early Years Professional.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Samantha Smith

## Full report

### Information about the setting

Topcliffe Pre-School Playgroup is managed by a committee and was registered in 1992. The playgroup operates from a portacabin in the grounds of Topcliffe Primary School in the village of Topcliffe, North Yorkshire. There is access to an enclosed outside play area. The playgroup serves the local community and surrounding areas. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 25 children on roll. The playgroup opens five days a week school term time. Sessions are from 9am to 11.30am with a lunch club from 11.30am to 12 noon. There are additional sessions on Tuesdays, Wednesdays and Thursdays from 12 noon to 3pm. There is a staff team of six members and all hold relevant childcare qualifications. The playgroup has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The playgroup receives regular support from the local authority and is a member of the Pre-school Learning Alliance.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that a clear policy and procedure is devised for assessing and managing the risk to children's safety from hot drinks in the pre-school and ensure staff fully understand and implement the policy and procedure.
- improve the arrangements for the monitoring and reviewing of the quality of staff teaching, so that weaknesses are quickly identified and ensure that all children make the best possible progress.

## Inspection judgements

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

Staff use their knowledge and understanding of the Early Years Foundation Stage to identify what children can do and their next steps in learning. Staff carry out regular observations of the children which means they can identify children's current stages of learning and development. Staff plan weekly which enables them to respond to children's current interests and next steps. Therefore, most children enjoy learning through play and are interested and motivated to learn. However, the quality of teaching is variable. Consequently, some older children are not being challenged appropriately with regard to their age or stage of learning. Some staff pay attention to developing children's communication and language skills, chatting to them about what they are doing and asking questions to challenge their thinking. As a result, some of the older children are confident communicators who talk readily to others. Staff use simple sentences with

children who have additional needs and the use of sign language is used effectively during play. Children enjoy listening to stories and singing together. During a large group music session children follow simple instructions and are encouraged to take part. This supports children to 'have a go' which in turn, supports them to become independent learners. This prepares them well for the next stage in their learning, such as school.

Staff provide a range of activities and experiences which cover the seven areas of learning. There are a wide range of easily accessible resources available within the environment both indoors and outdoors. This promotes children's independence, as they are able to choose what they would like to play with. Children have access to an interactive whiteboard and other electronic resources, which helps to encourage children's understanding of using technology in play. Staff praise children's work and children enjoy receiving this praise. This promotes children's self-esteem and confidence. Staff use suitable questioning techniques to help children as they create pictures using paint, cotton wool and glue. This helps children to think through and extend their ideas and supports children's creativity. Some staff use mathematical language during activities and encourage critical thinking skills. For example, when cutting up fruit into segments, staff introduce words, such as 'half', 'quarter' and 'whole'.

Parents are welcomed into the setting and encouraged to provide information regarding their children through 'All about me' booklets on entry and through the key person 'link books'. These help to identify children's starting points which enable staff to plan for children's individual needs. Systems are in place for staff to complete the progress checks for two-year-old children. Staff share these written checks with the parents, which enables them to see their children's learning and development progress.

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

Children's well-being is compromised in the playgroup because staff do not identify and limit risks appropriately. For example, staff make hot drinks and carry them across the room and outside. This means that children are placed at risk from scalds and burns from hot liquids.

Children are provided with a range of healthy and nutritious meals and snacks. They have access to water and milk and are confident to ask for support when needed. Staff encourage children to wash their hands before eating and to prepare their own snack. For example, children peel and chop fruit and vegetables and speak about what food is healthy to eat. Children are supported in health and safety and hygiene practices during these times, this helps children to learn how to keep themselves healthy. Staff organise the space so that the children move freely between indoors and outdoors to a well-equipped outdoor area. This ensures all children have daily opportunities to be outside, promoting their good health. Children who stay for the lunchtime session can have a cooked school meal or parents can provide a packed lunch.

Each child is allocated a key person when they start in the setting and the small staff team are very welcoming to both parents and children. Children have strong relationships with staff, which helps them to develop strong bonds and attachments. Consequently, children

are settled and happy to attend. Families who have already had children attend the playgroup are allocated the same key person. As a result, effective relationships with children and parents are created. Parent comments show they are pleased with the playgroup and the staff. Staff have prepared children for their transition to school effectively. This is evident through conversations with the Reception teacher and observations of the children during their settling-in session at school. Children are happy and engaged showing they feel safe and secure during this transition. Parents comment that this is a strength of the playgroup.

Children behave well because they know what staff expect from them. Staff are positive role models and encourage the use of good manners. As a result, children are polite to each other, adults and visitors. Staff give reminders during physical play and music and movement sessions to be mindful of others. As a result, children learn to be careful when space is limited and have regard for the safety of others.

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

Staff have limited knowledge and understanding of the safeguarding and welfare requirements. The manager has not ensured that risks associated with staff preparing and consuming hot drinks in areas where children are cared for are appropriately assessed and minimised. This is a breach of the Early Years Foundation Stage and also applies to the Childcare Register. The playgroup has appropriate safeguarding policies and procedures in place. Staff attend safeguarding training so they know what action to take in the event of a concern about a child in their care or an allegation about a member of staff. This ensures they are clear about their roles and procedures to be followed to protect children. All staff and committee members are subject to appropriate checks, including those by the Disclosure and Barring Service. Recruitment and induction policies and procedures ensure all staff are suitable to work with children.

The manager has developed a positive rapport with her team. They work well together and have some understanding of how children learn and develop. Staff are well qualified for their roles which demonstrates their willingness to learn new skills. Termly supervisions are used to identify training needs. All staff are encouraged to develop their skills through in-house training and local authority training opportunities. However, self-evaluation is ineffective. Weak aspects of teaching and learning are not recognised by the manager and so are not challenged. The manager does not focus closely on the impact of teaching on children's learning. This results in inconsistencies in teaching with some educational programmes not being challenging enough to meet all children's needs in order to support children's learning and development. The recent implementation of peer observations encourage staff to observe and identify strengths and weaknesses in practice. However, this is a relatively new development and has yet to be reviewed. Therefore, there has not been sufficient time to assess the impact of this on the quality of the provision. The manager holds weekly planning meetings which provide an opportunity for staff to discuss all aspects of practice.

Partnerships with parents are positive and this is reflected through parent comments. Parents share information through daily verbal communication and 'link books'. This means that children's learning is shared and supported and children make progress. Staff work closely with children and families who need additional support. As a result, children's individual needs are met effectively. Relationships have also been created with local authority advisors who visit regularly and give advice and support regarding children with additional needs. Children attend several local schools and good links have been established with the on-site school, ensuring an effective transition process for children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	400037
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	868819
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Topcliffe Pre-School Playgroup Committee
<b>Date of previous inspection</b>	17/06/2009
<b>Telephone number</b>	01845 578959

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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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