

Topcliffe Pre-School Playgroup

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

Inspection date	22/10/2014
Previous inspection date	01/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- An effective key-person system helps children form secure attachments and develop strong relationships, which promotes their emotional well-being. Consequently, children are happy and settled as they are confident in their surroundings.
- The quality of teaching is good. Children are busy, enthusiastic and confident learners. They independently access a wide range of activities and resources, indoors and outdoors, to support them in making good progress in their learning.
- Children are well protected because staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Therefore, children are provided with a safe and secure environment.
- The management committee and staff demonstrate a positive and genuine commitment to developing their practice. This helps to support improvements within the playgroup and enhances opportunities for children.

It is not yet outstanding because

- Staff have not fully explored further ways to encourage all parents to share even more information about what their child is learning at home.
- The manager has not yet fully maximised the systems for performance management. Staff do not frequently share their knowledge and expertise with each other, in order to build on their already good practice, so that children make the best possible progress.

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 activities taking place in the playgroup room and the outdoor play area.
- The inspector held meetings with the nominated person and the manager and discussed a range of policies and procedures.
- The inspector spoke to staff and children during the inspection. She conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the playgroup's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from the playgroup's parental questionnaires.

Inspector

Karen Tervit

Full report

Information about the setting

Topcliffe Pre-School Playgroup is managed by a committee and was registered in 1992. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a demountable building 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. There are currently 18 children on roll, all of whom are in the early years age group. The playgroup opens five days a week, term time only. Sessions are from 9am to 11.30am with a lunch club from 11.30am to 12pm. There are additional sessions on Tuesdays, Wednesdays and Thursdays from 12pm to 3pm. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above and one holds an appropriate early years qualification at level 2. The manager has an early years qualification at level 6. The playgroup supports children with special educational needs and/or disabilities and provides funded early education for two-, three- and four-year-old children. The playgroup 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:

- strengthen the already good partnerships with parents in order to promote even more effective sharing of information about what children are learning at home
- sharpen further the focus on systems for performance management, for example, through more precisely evaluating the impact of peer observations, in sharing staff's expert knowledge and good practice, so that children make the best possible progress.

Inspection judgements

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

The quality of teaching is good as staff effectively follow and extend children's individual needs and interests. Staff have a good understanding of how children learn, which ensures they plan a balance of adult-led and child-initiated activities. Children are actively engaged and motivated in their play as staff provide them with a wide variety of interesting and challenging activities across all seven areas of learning. For example, children enjoy listening to a story about a little red hen. Staff provide them with ears of corn and real pestles and mortars. Consequently, children enjoy 'having a go' at making

their own flour and learn new words, such as 'crush' and 'pound'. Alongside this, staff plan a visit to a local small holding so they can see real hens. Children show good levels of concentration as they take part in creative activities, where they make their own hedgehogs using dough, feathers, leaves and straws. Consequently, children are active learners as they participate in purposeful play that supports their problem-solving and independence skills. Staff record their observations of children's development and skills, and use this information to plan activities to help children make good progress. They use relevant early years guidance to assess all children's development, so they can identify any areas of concern quickly. As a result, all children, including those that have special educational needs and/or disabilities, make good progress overall from their starting points.

Children have easy access to a good range of resources, both indoors and outside, which enables them to make independent choices and initiate their own learning. Children develop their curiosity and interest in the world around them as they are provided with a wide selection of natural and sensory materials. Staff support children's communication and language development well as they engage in constant discussion as they play, model language and introduce new vocabulary. Children enthusiastically join in with the actions to rhymes and songs. They enjoy using their imagination and taking part in role-play activities, such as using crates to make a train. They wave enthusiastically at adults and giggle as staff shout 'all aboard the train is leaving'. Staff effectively support children's mathematical development through daily activities to develop their awareness of early numbers, counting, size and colour. For example, children enjoy filling and emptying different sized containers during sand and water play. They confidently build with construction materials and count during their activities. There are good opportunities for children to develop their physical skills through activities in the outdoor area as they enjoy playing with the ride on toys, paint using rollers and sweeping brushes and cook apples in the mud kitchen. All children have access to everyday technology as they confidently use the whiteboard, which develops their fine motor skills and coordination. Culture and diversity is successfully explored by staff as they provide opportunities for children to learn about different parts of the world and festivals. This is further promoted as children learn about people's differences and similarities, which supports their understanding of the world. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving on to nursery and school.

Staff value the information they gather from parents and settings children have previously attended, using it to find out about children's likes, interests and skills. This means that staff have a clear understanding of children's starting points, which enables them to build and complement the skills and knowledge that they have already acquired. Staff have mostly successful arrangements in place to enable parents to share information about children's on-going learning at home. For example, they create displays of the interesting places children visited during their summer holidays. However, staff recognise that even more can be done to reach some parents that are not yet fully engaged, so that planning for individual learning experiences is even more precise and considers the full range of experiences children have, including those at home. Staff have completed the progress check for children between the ages of two and three years, and parents are provided with relevant feedback at the end of each session to keep them informed about their

children's progress. Parents comment positively on the progress their children have made stating that, 'The staff are excellent at listening to and communicating with the children and encouraging them to expand their vocabulary and knowledge, through conversation and effective questioning', and that, 'We are impressed how our child has improved with their counting'.

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

An effective key-person system helps children form secure attachments and develop positive relationships with each other and staff. Children are clearly happy and content as they are comfortable in their surroundings. The environment is warm, welcoming and stimulating, which effectively supports children's all-round development and emotional well-being. Children show good levels of independence and confidence in their play. Staff have created lovely displays throughout the playgroup, which helps to promote parents' awareness of how children learn through play. This also enables children to have a sense of self and belonging as their achievements are acknowledged and appreciated. Therefore, children are effectively supported in their personal, social and emotional development. Staff are sensitive and responsive to the individual care needs of the children. For example, they effectively use care routines, such as toileting and changing nappies, to interact well with children and put them at ease. There are good settling-in procedures for children starting at the playgroup, to ensure they feel secure and settled in their new environment. Children are regular visitors to the on-site school, where they eat their lunches and use the large playground, ensuring children are emotionally prepared for change and their individual needs are met.

Children are encouraged to be independent and manage their own personal needs. They access their own resources, wash their own hands and help with tasks during mealtimes, such as chopping the fruit for snack and pouring their own drinks. There are good hygiene practices in place and, therefore, children start to develop an awareness of their own health and well-being, which effectively promotes their self-care skills. Children are provided with a variety of balanced and nutritious meals and snacks, which develops their understanding of a healthy diet and lifestyle. Children's good health is further supported as they have daily opportunities for outdoor play, exercise and fresh air. This ensures children develop their physical skills and are able to take appropriate risks. Staff also arrange a good range of outings in the local area, such as visiting the park, animal rescue centre and walks around the local community.

Staff act as positive role models as they manage children's behaviour effectively, dependant on their age and stage of development. They use a calm and consistent approach to reinforce appropriate behaviour, which means children understand the boundaries and expectations within the playgroup. As a result, children's behaviour is good and they play well alongside each other. Staff promote the use of good manners and remind children to share and take turns during their play. Staff make good use of simple explanations and a sand timer to support children who find it difficult to share favourite resources. Children are provided with constant praise and encouragement, which enhances their self-esteem and ensures they feel assured. Staff talk about the importance

of safety throughout children's activities and daily routines. For example, children negotiate the steps well to the outdoor area and learn that scissors can be dangerous if not handled correctly. Therefore, children know and understand how to keep themselves and others safe during their play.

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

The playgroup is well run by a friendly, knowledgeable and enthusiastic committee and staff team. The safeguarding and welfare requirements are successfully met and understood. The manager is the designated person for safeguarding and is knowledgeable and experienced in this role. She provides support, advice and guidance to other staff on an ongoing basis. All staff complete safeguarding training and are alert to the possible signs and symptoms of abuse. Appropriate procedures are in place, so that children are only released into the care of individuals who have been notified to the playgroup by parents. The committee has a secure understanding of procedures that promote safer recruitment and there are robust measures in place for checking the suitability of staff. Good induction arrangements are in place, alongside effective supervision sessions. This means staff are supported very well by the committee and the manager. Staff are given regular opportunities to discuss their practice and the individual children they care for. Robust risk assessments are in place for all areas. All staff prioritise children's safety and are committed to providing an environment that is welcoming, safe and stimulating, where children develop their confidence and enjoy their learning experience. All staff have paediatric first-aid certificates and are confident in dealing with issues that may arise.

There are effective systems in place to monitor and evaluate the educational programmes to ensure children are progressing well and are provided with activities to cover all seven areas of learning. Tracking documents are completed to enable children with identified needs to be supported well, which ensures their individual requirements are met. Staff show a good understanding of how children learn and develop as they are a well-qualified team. Self-evaluation is thorough and takes into account the views of staff, children and parents. Views of staff are collected through ongoing discussions at supervision sessions and staff meetings. Parents' contributions are collected through daily discussion with them and through the use of the parental questionnaires. This helps the manager to identify strengths within the playgroup and any areas, which may be developed further. Staff have worked extremely hard to successfully address the actions raised at the inspection and following the monitoring visit undertaken in July 2014. For example, all policies and procedures have been reviewed and staff use these to effectively underpin practice. Hot drinks are no longer served in the playgroup. Regular quizzes about policies at staff meetings ensure staff knowledge remains up to date. The committee and manager work closely with the local authority advisers valuing their support and expertise. They are continually seeking ways to improve practice and the quality of care. A system of peer observations between staff, to enable them to reflect on their practice, has been very recently introduced in order to enhance staff's professional skills and to drive further improvement. However, this is not yet fully embedded across all areas of the playgroup, in order to enhance staff's professional skills and to drive even further improvement.

Overall, partnerships with parents are positive and these successfully promote the welfare of children. Policies and procedures are shared with parents as children start and are easily accessible to them on a daily basis. Daily informal discussions and children's learning journals provide parents with lots of relevant information. Staff have also recently introduced parents' evenings as another way of sharing information about the Early Years Foundation Stage and about how young children learn and develop. Parents speak highly of the playgroup and of the staff and say they have no concerns at all. They state that that, 'We cannot fault the playgroup', and that, 'We get lots of information'. Close partnerships with the on-site school means that arrangements are in place, ensuring staff complement the learning carried out there. The manager is working closely with the new headteacher and Reception teacher, and children have daily opportunities to access the school environment. Partnerships with other professionals, such as speech and language therapists and outreach workers, are effective with staff working closely with them in order to help children who need additional support. Consequently, good partnerships help promote continuity in children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	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

Unique reference number	400037
Local authority	North Yorkshire
Inspection number	975756
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	18
Name of provider	Topcliffe Pre-School Playgroup Committee
Date of previous inspection	01/05/2014
Telephone number	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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