

Pickering Pre-School Playgroup

Hall Garth, PICKERING, North Yorkshire, YO18 7AW

Inspection date	26/11/2014
Previous inspection date	28/01/2009

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

- The quality of teaching is good as staff effectively promote the children's learning and development through a variety of fun and challenging activities. As a result, children make good progress and are engaged and motivated in their play.
- Positive relationships between children and staff mean that children settle quickly and extremely well. As a result, children are confident, happy learners.
- Children have good opportunities to make safe and independent choices. This ensures children are active and make good progress in their learning.
- Safeguarding procedures and partnerships with parents and other professionals are effective. This ensures children's welfare is protected, children are kept safe from harm and there is consistency in their learning.

It is not yet outstanding because

- The outdoor environment is not as well resourced or well organised as the indoor area. Consequently, children are not always fully able to practise more challenging skills, for example, climbing and other larger movements.
- Staff do not include examples of children's work in displays and as a result, opportunities for children's achievements to be fully celebrated and valued are sometimes missed.

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 activities indoors and in the outside play area.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children, the self-evaluation form and priorities for improvement.
- The inspector took account of parents' and carers' views, spoken to on the day.
- The inspector conducted a joint observation with the deputy manager.

Inspector

Cathryn Clarricoates

Full report

Information about the setting

Pickering Pre-School Playgroup was registered in 1992 and is on the Early Years Register. It operates from the church rooms in Hallgarth, close to the town centre. The playgroup serves the local area and is accessible to all children. It operates from one large room and there is an enclosed area for outdoor play. The playgroup is managed by a voluntary committee of parents. It offers sessions on Wednesday, Thursday and Friday from 9.10am to 11.40am, term-time only, and children attend for a variety of sessions. Pickering Pre-School Playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 20 children on roll, all of whom are in the early years age group. The four members of staff hold appropriate level 3 qualifications. The playgroup is a member of the Pre-School Learning Alliance and receives the support of the local authority.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment to reflect the quality of the indoor provision and extend children's opportunities to practise more challenging skills, for example, climbing and other larger movements
- extend the range of displays to promote and celebrate children's achievements so that children feel even more welcomed and valued.

Inspection judgements

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

The staff team have a comprehensive understanding of the Early Years Foundation Stage. As a result, they effectively support children in their learning and development. Children make independent choices from a well-organised and wide range of toys, materials, equipment and resources in the large playroom. All areas of learning are promoted through carefully planned play and through an age-appropriate mix of adult-led and child-initiated activity. Staff respond well to children's emerging needs and interests and guide their development with positive intervention. For example, staff extend children's learning in water play by introducing coloured ice cubes. Children count the cubes and identify the different colours, as they investigate how the ice melts in containers of water. The quality of teaching is good and as a result, children are motivated to learn and make good progress in their learning and development, given their starting points.

Children are supported well to develop their language skills as staff listen attentively to children and model effective use of language. Staff skilfully ask open-ended questions and

promote problem-solving. For example, as children drop balls into large tubes, staff ask 'how can you make them roll better?' The development of key skills for the move onto the next steps of learning is further supported as children confidently make choices. Children are learning effectively as they freely help themselves to the interesting resources available to them. For example, they find appropriate materials to pretend to prepare 'pasta for dinner' and staff encourage them to share this with their friends. Children are physically able and have a wide range of challenging activities to develop these skills. For example, they use paint brushes, pour from jugs and roll dough indoors; and they balance on low beams and arrange boxes to make small steps outside. However, the varied and well-organised indoor environment is not as fully reflected outdoors, where there are fewer relevant resources available, for example, so that children can practise climbing and larger movements.

The staff team work well in partnership with parents. For example, when children start at the playgroup, parents complete information sheets about their child's interest and needs. This initial information is used to inform planning for individual children. Parents are well informed about their child's learning through a variety of methods. These include effective daily verbal communications, notices and opportunities to share children's individual records of learning. The staff team invite parents to share information about their child's learning at home, which is often included in their child's individual record of learning. Staff complete regular observations to assess children's stages of development and to plan for their next steps in learning. They have frequent discussions with parents about their child's progress. Comprehensive progress checks, including those for children aged between two and three years, are shared with parents when appropriate. Consequently, parents are fully involved in their child's learning and development.

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

The staff team warmly welcome children and parents as they enter the playgroup. The well-established key person system ensures positive relationships are developed with children and their carers. The effective procedures for sharing information with parents ensure that every child's needs are fully met. As a result, children's well-being is well supported and they feel safe and secure to explore. This has a positive impact on children's learning, as they are able to settle in quickly from the start. Children know the playgroup routines well, for example, they collect their name card at the start of the day and place it on a board in the playroom. The daily routines and activities provide children with opportunities to play and learn together, for example, as they sit quietly sharing a story, join in with rhymes and songs, or play cooperatively in the role play area. There are many carefully chosen photographs on display to illustrate the activities that children enjoy. For example, photographs of the snack routine remind children what to do and, therefore, support the development of independence skills. However, displays do not yet include examples of children's work. As a result, opportunities are missed to celebrate children's achievements, for example, in mark making or creative activities, so that they feel even more valued and welcome.

Staff act as good role models to children, sitting down at their level, making eye contact,

often offering praise and calmly, but firmly, establishing expected behaviour. They are consistent in encouraging sharing and turn-taking and, as a result, behaviour is good. This teaching strategy ensures children are able to develop good friendships and show care and concern for each other. For example, children take turns and share resources as they play enthusiastically together in the water tray. Children are well prepared for the next stage in their learning and development. This is because the playgroup offers effective support during the settling-in period and when it is time to move on to nursery school. The staff team provide a weekly parent and toddler group to introduce children to the playgroup and many families access this to help their children prepare for the move. As a result, children settle quickly and feel welcome and at home. Parents speak very positively about the support they receive from staff for their children's emotional well-being during settling-in periods. This ensures consistency of care is maintained and children's well-being is fully supported, as they make adjustments during periods of change.

Children learn to take safe risks through the daily routines and activities. For example, staff remind children to be careful and to take turns, as they climb steps and balance on beams, to avoid slipping and bumping into each other. Children are beginning to understand the importance of good hygiene as they wash and dry their hands carefully, after playing outside and before snack-time. They have access to regular outdoor play and fresh air and enjoy healthy and nutritious snacks. Consequently, children are beginning to learn about healthy lifestyles. Staff encourage children to develop independence skills, in preparation for a move to nursery or school. For example, children cut up bananas for a snack and dress themselves in warm clothes for outdoor play.

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

The manager and deputy manager demonstrate a very good understanding of their roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. They always ensure the playgroup is effectively organised. Robust security procedures focus on the safety of children as a high priority. The outside doors are kept locked and the outdoor area is enclosed, ensuring children are safe and secure during their play. Risk assessments are comprehensive and are updated regularly. For example, there are risk assessments for regular outings to the fire station, railway station, castle and churchyard. Consequently, children are cared for in a safe environment, both at the playgroup and in the community. The chair of the voluntary committee of parents demonstrates a secure knowledge of safe recruitment procedures and is aware that checks are required, so that children are always cared for by suitable adults. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report concerns appropriately. The safeguarding policy includes procedures to follow in the event of an allegation being made against a member of staff. Parents are well informed about restrictions on the use of mobile phones within the playgroup and can access a broad range of other policies easily. Staff update their first aid training regularly and as a result, understand the actions they need to take to ensure children's welfare is protected.

The manager shows a clear commitment to reflective self-evaluation and to the

involvement of staff, parents and children in the process. Recommendations from the previous inspection have been implemented and new areas for development have been identified. The staff team demonstrates a good commitment to continuous improvement. Systems are in place to monitor the effectiveness of learning and development, through tracking children's progress. There are regular meetings with staff to monitor the quality of teaching and learning. The manager recognises the importance of continuous professional development and relevant training for all staff, to improve their already good knowledge and skills. Regular evaluation of planning ensures activities are planned to meet the individual needs of children. This ensures children make good progress towards the early learning outcomes.

The strong partnership between the playgroup and parents ensures that children's needs are clearly identified and effectively met. Parents share in their children's learning through a range of different opportunities, for example, they are invited to add to their child's individual record of learning. They are very pleased with the progress their children are making in their learning and development. Parents feel valued and included in their child's learning. The highly effective partnerships between the playgroup and the local nursery and school ensure children are well supported and prepared for moving on to the next stage of their learning.

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	400311
Local authority	North Yorkshire
Inspection number	855383
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	20
Name of provider	Pickering Pre-School Playgroup Committee
Date of previous inspection	28/01/2009
Telephone number	0791 0147095

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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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