

SheffieldVolunteering-Saturday Playgroup

93 Brunswick Street, Sheffield, South Yorkshire, S10 2FL



Inspection date

Previous inspection date

14 February 2015

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Effective safeguarding procedures are in place creating an environment where children are safe and protected from harm.
- The quality of teaching is good because staff provide a wide range of stimulating and challenging activities and resources, which interest and motivate children to learn.
- Children with special educational needs and/or disabilities are well cared for as staff are highly skilled in providing care and education that meets their specific needs. Staff work effectively with other agencies and parents, to ensure that children receive the support they need.
- Staff have a skilful understanding of how children learn best. Consequently, children are making good progress in their learning and development.
- Children are provided with plenty of opportunities to exercise and have healthy options at snack times. Consequently, children are learning how to be healthy.
- Children's behaviour is good because the staff are good role models and consistently remind children of the rules and boundaries.

It is not yet outstanding because:

- Partnerships with other providers that children attend have not been robustly established to ensure information about children's learning and development is effectively shared.
- The monitoring of staff practice is not sufficiently robust to identify how the good quality of teaching can be raised even higher.

What the setting needs to do to improve further

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

- maximise partnership working by sharing observations and assessments with all the early years settings that children attend, in order to further support children's good learning and development
- strengthen the monitoring of staff's practice further, to promote even higher standards of teaching, for example, by introducing peer-on-peer observations so that children's progress is maximised to the optimum.

Inspection activities

- The inspector observed activities in the playroom and the outside area.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector held meetings with the provider and manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the manager's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ruth Moore

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children clearly enjoy themselves and quickly settle into activities upon arrival at this friendly playgroup. The environment supports children to develop their confidence, which complements their learning at school. Educational programmes cover the seven areas of learning and offer a wealth of learning opportunities. Observations are purposeful and clearly identify children's next steps in their learning. One-to-one interaction results in staff knowing the children well and planning a varied range of experiences to meet their individual requirements. Therefore, children demonstrate the characteristics of effective learners and make good progress. Children's starting points are identified with the help of parents, before their children start at the playgroup. Communication methods are effectively used to keep parents informed of their children's achievements and developments, and this ensures learning can be supported at home. Partnerships with other providers that children attend have not been robustly established to ensure information about children's learning and development is effectively shared. This means the staff cannot consistently work alongside other providers to fully promote children's progress.

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

Children form secure attachments with their key person, who demonstrate a good knowledge of the children, their interests and their routines. As a result, children are confident and emotionally prepared for the next stage in their learning. Children develop a good understanding of how to manage risks relative to their age. They learn road safety when they go on outings to local attractions. Children demonstrate a strong level of independence, serving themselves at snack time and pouring their own drinks. Children are supported to develop good self-care skills and appropriate table manners.

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

The manager and staff are well qualified and have a secure knowledge of the Early Years Foundation Stage and how to keep children safe. Recruitment procedures are robust and all staff and volunteers undergo checks to ensure they are suitable to work with children. The staff monitor and evaluate the educational programmes the playgroup provide. They complete tracking paperwork, which enables them to identify any gaps in children's progress and seek the appropriate support. The manager uses self-evaluation well to evaluate the provision and identify areas for improvement. The manager supports staff practice through regular team meetings and supervisions. Although the monitoring of staff practice is good, it is not sharply focussed enough so that children's achievements are raised to the highest levels. For example, there is room to introduce a regular peer observation system. This means all staff have the opportunity to observe each other's practice and offer their critique.

Setting details

Unique reference number	300756
Local authority	Sheffield
Inspection number	885447
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	15
Number of children on roll	14
Name of provider	SheffieldVolunteering Committee
Date of previous inspection	Not applicable
Telephone number	0114 2739361

Sheffield Volunteering Playgroup was registered in 1996. The playgroup employs two members of childcare staff and several volunteers. Of these, both staff hold appropriate early years qualification at level 3. The playgroup offers sessional play care on Saturdays 10am to 2pm during university term time for a maximum of 20 weeks a year. It supports a number of children with special educational needs and/or disabilities.

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