

Egton Playgroup

Station Buildings, Egton Bridge, Whitby, North Yorkshire, YO21 1UX



Inspection date

27 March 2015

Previous inspection date

14 September 2009

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

- The staff team work very well together and are very responsive to children's individual needs. Consequently, children settle well and are confident in their environment.
- Staff provide rich and varied learning opportunities for children. As a result, children extend their knowledge and skills and make good progress, which means they are well prepared for school.
- Children are supported effectively by staff in learning to behave well. As a result, children play well together and share more popular resources fairly.
- Children are cared for in a safe and well-resourced environment, both indoors and outside. This supports children well in making independent choices in their play.
- Children are kept free from harm because staff have a clear understanding of child protection procedures. They know what they must do if they have a concern about a child in their care or the practice of a colleague.
- The manager shows a good commitment to driving improvement to enhance the outcomes for children's care and learning.

It is not yet outstanding because:

- Staff do not always maximise opportunities for parents to share what they know about their child's learning at home.
- Staff have not yet fully established partnerships with providers of other early years settings that children attend.

What the setting needs to do to improve further

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

- enhance the opportunities for parents to share what they know about their children's learning at home, to promote an even more effective shared approach to children's learning and development
- strengthen the arrangements for partnership working with all providers with whom children's care is shared, to fully complement and support children's learning and development across settings.

Inspection activities

- The inspector had a tour of the premises, and observed children and staff in the playrooms and the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the manager.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector took account of the views of parents spoken to on the day.
- The inspector undertook a joint observation with the deputy manager.

Inspector

Diane Turner

Inspection findings

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

The well-qualified and experienced staff team are confident in their teaching. They use their knowledge of how children develop to provide a wide range of activities. For example, they provide various resources so children can act out being a hairdresser. They join in with children's play, without taking over, by pretending to be their client. This means children develop confidence in using their imagination and creativity. Staff engage children of all ages in conversation and make very good use of props, such as puppets, to capture children's interest during story time. Consequently, children develop good concentration and listening skills. Staff use good questioning to encourage children to think. For example, they ask children what the shell on their egg looks like after rolling this outdoors. This also supports children to learn about cause and effect. Staff regularly observe and assess children's learning and plan for the next steps in their development. However, they do not always encourage all parents to tell them what their children achieve at home, so they can plan even more precisely for children's future learning.

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

Effective settling-in arrangements help children to feel emotionally secure in the playgroup. As a result, children develop close bonds with staff and know they can seek them out for support or reassurance, when needed. Children develop relationships with other adults. For example, they take part in weekly singing activities led by an outside professional. This further helps to prepare children for school. Staff are good role models as they play alongside children. They praise all children to build up their self-esteem and help them to understand how to share and take turns. For example, they show children how to use a sand timer, so more popular resources are used fairly. Staff give children opportunities to manage their own risks. As a result, children learn to ride wheeled toys safely down a slope at speed. Children are provided with healthy food at mealtimes and have very good opportunities to be active and engage in daily outdoor physical play. This contributes significantly to keeping children healthy and developing good physical skills.

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

The experienced manager ensures that all staff work cohesively to support children's safety, learning and well-being. The recruitment and vetting of new staff is thorough and their ongoing performance is monitored effectively. The manager regularly observes staff's practice and where necessary supports them to improve the quality of their teaching. All staff attend further training and implement this into their practice to enhance the outcomes for children's learning. Children's development is monitored effectively. This means any gaps in their learning are addressed quickly. Self-evaluation accurately identifies what is working well and how the playgroup can improve even further. Parents are kept well informed about all aspects of the service. They express positive comments about the staff and activities provided. Partnerships with other settings are not yet fully established to support robust continuity of experiences for children between provisions.

Setting details

Unique reference number	400306
Local authority	North Yorkshire
Inspection number	855382
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	26
Name of provider	Egton Playgroup
Date of previous inspection	14 September 2009
Telephone number	01947 895123

Egton Playgroup was registered in 1992. It employs seven members of childcare staff including the manager. Of these, four hold appropriate early years qualifications at level 3 and one staff member holds Qualified Teacher Status. The playgroup opens Monday, Wednesday and Friday from 9am to 3pm and Tuesday from 9am to 12 noon, during term time. Sessions are also provided during the Easter and summer holidays if there is a demand. The playgroup provides funded early education for two-, three- and four-year-old children.

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