

Hertford Vale Playgroup

Hertford Vale School, Staxton, Scarborough, North Yorkshire, YO12 4SS



Inspection date

18 May 2015

Previous inspection date

11 July 2011

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 playgroup leaders work closely with staff to monitor the progress children make. Consequently, any gaps in children's learning are promptly closed.
- Children form secure attachments with staff, which helps them to feel emotionally secure. Frequent praise and encouragement as they play effectively promotes their confidence and self-esteem.
- The playgroup leaders continuously use a variety of strategies to evaluate the playgroup. This helps benefit children and results in a service that is continually improving.
- The playgroup leaders and staff are committed to safeguarding children. They fully understand their roles and responsibilities and the procedures to follow should they have any concerns.
- Partnerships with parents are trusting and strong, enabling the playgroup to tailor the learning children receive. This contributes to the good progress children make.

It is not yet outstanding because:

- Occasionally, staff do not give children sufficient time to respond to questions, to enable them to develop their thinking skills further.
- Staff do not always gather enough detailed information about children's current stage of development when they first start, to enable them to plan how they will complement their learning at home.

What the setting needs to do to improve further

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

- enhance the already good teaching methods used, to allow children more time to answer questions, therefore, promoting their thinking and learning skills
- increase the information sought from parents when children first attend, to provide staff with a clearer picture of their starting points and help them to plan their progress from the start.

Inspection activities

- The inspector viewed all areas of the premises used by children, including the outdoor environments.
- The inspector carried out a joint observation with a leader of the playgroup.
- The inspector observed children's learning opportunities. She spoke to the leaders of the playgroup, staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Kerry Holder

Inspection findings

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

All staff demonstrate a good understanding of how to deliver and monitor the provision of the Early Years Foundation Stage. The quality of teaching is good as staff effectively promote children's learning and development through a variety of interesting and challenging activities. Staff regularly observe children and plan next steps in learning. As a result, children make good progress as they are engaged and motivated in their play. Communication and language development is supported because staff consistently talk and listen to children. They engage them in constant discussion throughout their activities. However, occasionally some staff miss opportunities to extend children's thinking and learning. This is because they do not always give them sufficient time to formulate their answer and respond to the good range of questions posed during play. Early literacy and mathematical skills are promoted well as children join in with stories and songs, make marks and count. Older children develop their confidence and understanding of technology as they independently access computers. This helps to ensure that children acquire the skills that they will need in readiness for school.

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

The playgroup has an effective key-person system in place, which ensures children form secure attachments and develop positive relationships. Staff gather information from parents about children's care needs before they start and use this to meet their individual needs. However, some detailed information about children's stage of development at home, prior to them starting, is not always fully established. This means that staff are not always able to accurately plan activities to complement their learning. Children's good health is supported because snacks are varied and nutritious. Children participate in physical activities, indoors and outdoors, which supports their development effectively. They enjoy running, building construction, threading and exploring play dough. Older children are developing good independence and self-care skills as they independently access snacks and clear away their plates. Staff support younger children as they help them to wash their hands and begin to take care of their own hygiene needs. Staff act as positive role models as they effectively manage children's behaviour and talk about the importance of safety throughout children's activities.

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

The well-qualified leaders and staff are committed to improving their professional development and improve their knowledge by accessing training. This has a good impact on the learning experiences they offer children. An established system of frequent appraisals and staff meetings ensures staff are valued and supported. The playgroup keeps parents fully informed about their child's day by means of regular communication and the use of weekly reports. Links with the adjoining school have been established, which ensures staff work in partnership and share relevant information. Staff support children's moves into school with visits to and from the school as part of the yearly cycle.

Setting details

Unique reference number	400421
Local authority	North Yorkshire
Inspection number	868878
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	28
Name of provider	Hertford Vale Playgroup Committee
Date of previous inspection	11 July 2011
Telephone number	07527 582357

Hertford Vale Playgroup was registered in 1997. The playgroup employs five members of childcare staff. Of these, three have appropriate early years qualifications. The playgroup opens from Tuesday to Thursday 9am until 3pm, and Monday and Friday 9am until 1pm, term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

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