

Belwood Playgroup

22 High Street, Belton, Doncaster, South Yorkshire, DN9 1LR



Inspection date

22 May 2015

Previous inspection date

8 July 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		Outstanding	1
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 quality of teaching throughout the setting is good. Staff ensure all children, including those who have special educational needs and/or disabilities, make good progress in their learning.
- Staff effectively model good behaviour and have high expectations of children. Therefore, children's behaviour is exemplary, they are caring and show kindness to others.
- Children are effectively safeguarded because robust systems are in place to ensure that all staff have a secure knowledge and understanding of child protection procedures, so they can act appropriately to safeguard children.
- Children's health and welfare is promoted well. High standards of cleanliness and good hygiene routines are maintained throughout the setting, and most staff are first-aid trained.
- Children form exceptional relationships with the staff who care for them each day. This means children's individual needs are always met extremely well. These nurturing relationships give children the security they need to develop confidence and emotional stability.
- Staff have positive relationships with parents. They keep them well informed on a day-to-day basis, and invite them to regular reviews to discuss their child's progress. This ensures parents are effectively involved in their child's learning.
- Partnerships with other professionals and early years settings that children attend are strong. Therefore, continuity of care and learning is promoted effectively.

It is not yet outstanding because:

- There are limited opportunities and resources to promote children's understanding of diversity during their play.

What the setting needs to do to improve further

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

- extend opportunities to enhance children's understanding of diversity during their play, so that their understanding of the world is broadened.

Inspection activities

- The inspector spoke to members of staff and children at appropriate times during the inspection, and held meetings with the manager of the provision.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a range of documentation including children's records, evidence of the suitability and qualifications of staff working in the provision, and a sample of policies and procedures. The manager's self-evaluation form was also discussed.
- The inspector viewed all parts of the playgroup accessed by children, including the outdoor environment.

Inspector

Jane Rushby

Inspection findings

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

Staff know children well and have a secure understanding of how they learn and develop. They interact well to challenge children through their play. However, there are limited opportunities and resources to help children to appreciate and understand; similarities and differences in people and their backgrounds. Children have fun and enjoy their time in the setting. This is because staff plan activities that follow children's interests and extend their learning. During the inspection, staff encouraged children to work together to build a den, introducing turn taking, counting, decision making and problem solving. This effectively promotes children's personal, social, emotional and mathematical development. Staff encourage children to find their names when they enter the setting, this develops their early reading skills. This ensures that children are well prepared to move on to school. Staff observe children at play, assess their progress and sharing their findings with parents. The staff carry out progress checks for children aged between two and three years, as well as other progress checks for older children, so that they are knowledgeable about any gaps in learning.

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

The environment is highly stimulating with easily accessible resources. Children gain a significant amount of confidence and develop high levels of self-esteem, as they make choices in their play. Snack times are very sociable events, children are encouraged to take an active role in their preparation. Children can access healthy snacks and drinks throughout the session. Children take part in physical exercise, such as riding scooters, catching the bubbles from the bubble machine and playing on a climbing frame. Staff encourage children to choose and lead their own play and exploration extremely well. For example, children explore the sound that shells make when put in a container and shaken. As a result, children are very interested and motivated to learn. Children are developing positive attitudes towards one another and are keen to help others when asked. Staff have high expectations of children in managing tasks for themselves, to promote high levels of independence and feelings of self-worth.

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

The management team has a very strong understanding of the learning and development requirements. The team is committed to improving the quality of the provision. All risks are reviewed to ensure there are no hazards in the environment. There are secure systems to check staff are suitable to work with children. Regular training enables staff to update their skills and knowledge. This has improved the quality of teaching. Therefore, this ensures that all children make the very best progress. Staff provide parents with regular opportunities to discuss their children's progress, and ways of supporting learning at home. Staff monitor children's learning closely and plan for their individual needs. All children, including those who have special educational needs and/or disabilities, make good progress from their initial skills and abilities.

Setting details

Unique reference number	205689
Local authority	North Lincolnshire
Inspection number	864104
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	24
Name of provider	Belwood Playgroup Committee
Date of previous inspection	8 July 2009
Telephone number	01427 874776

Belwood Playgroup opened in 1977. The playgroup is open four days a week, term time only. Sessions are from 9am to 3pm Monday, Tuesday, Wednesday and Friday. There are five members of staff who work with the children, of whom four hold appropriate early years qualifications. The setting provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

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