

# Pebbles Playgroup

Airy Hill CP School, Airy Hill, WHITBY, North Yorkshire, YO21 1PZ



## Inspection date

22 May 2015

Previous inspection date

7 July 2009

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- Staff work well with parents to support children's individual care needs and offer personalised learning. A well-embedded key-person system is in place, which effectively supports children's emotional development.
- Staff make effective use of discussions and useful questions when they play alongside children. This encourages children to think, investigate and use language to explain themselves.
- Caring and sensitive staff provide a nurturing environment where children are valued. This fosters a strong sense of belonging and community. As a result, children are well prepared for the next stage in their learning.
- Staff have a good knowledge of the robust safeguarding procedures in place, and understand their roles and responsibilities for child protection. As a result, children are safeguarded well at the playgroup.

### It is not yet outstanding because:

- Staff do not provide children with a variety of reading materials outside. There are fewer opportunities for children to see numbers and words in the outdoor environment. As a result, their literacy development is not fully promoted.
- Staff do not always seek detailed information from parents about what their child knows and can do on entry, in order to obtain a more precise knowledge of children's learning and development.

## What the setting needs to do to improve further

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

- enhance opportunities for children to see numbers and words in the outdoor environment, in order to enrich their early pre-reading skills and their curiosity in literacy
- extend the support for children who are new to the playgroup, by gathering more precise information from parents about their child's stage of development and their interests when they first start.

### Inspection activities

- The inspector viewed all areas of the premises used by children, including the outdoor environment.
- The inspector carried out a joint observation with the deputy manager.
- The inspector observed activities, and spoke to the deputy manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the playgroup 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 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**

Well-qualified staff have a good knowledge and understanding of the requirements of the Early Years Foundation Stage. They use efficient teaching strategies and plan effectively for children's learning. Accurate observations and assessments give a clear picture of children's progress. As a result, they are confident and enthusiastic learners. However, some detailed information about children's interests and stage of development, prior to them starting, is not always fully established. This means that staff are not always able to precisely plan activities to complement their learning at home from the start. Staff support children's mathematical development particularly well as they increase their awareness of numbers and size during daily activities. Older children confidently add their own name to their picture and are learning that print carries meaning. Children are particularly motivated and enjoy their time in the spacious outdoor area. However, opportunities for older children to further develop their early reading skills when playing outside are not fully explored.

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

Children are happy, settled and comfortable. They move freely around the provision and explore their own ideas. Opportunities to access a range of resources supports children's independence and inspires their creativity. For example, children use modelling materials to make pets and create items, to continue their learning and interests in current topics. Staff act as positive role models as they effectively manage children's behaviour and talk about the importance of safety throughout their activities. Children's good health is promoted very well, through regular access to fresh air and the provision of healthy snacks, milk and fresh water. Children enjoy playing together in a range of group games, such as football and role play. As a result, children acquire a good level of physical skills and abilities.

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

Staff regularly evaluate the provision and take the views of parents and children into account, when identifying strengths and priorities for further improvement. Consequently, staff continually extend the good service for children and their families. An established system of frequent staff meetings and appraisals ensures staff are valued and supported. This approach helps to identify further training needs to extend children's learning. Staff use a variety of methods to help parents support their child's learning at home. For example, children take home a book of their choice each week and complete weekly reports to ensure parents are fully informed of their child's achievements. Parents speak highly about the playgroup and the staff team. Effective links are in place with the adjoining school to ensure that children are well prepared for their future move.

## Setting details

|                                    |                             |
|------------------------------------|-----------------------------|
| <b>Unique reference number</b>     | EY390035                    |
| <b>Local authority</b>             | North Yorkshire             |
| <b>Inspection number</b>           | 859236                      |
| <b>Type of provision</b>           | Sessional provision         |
| <b>Registration category</b>       | Childcare - Non-Domestic    |
| <b>Age range of children</b>       | 0 - 5                       |
| <b>Total number of places</b>      | 24                          |
| <b>Number of children on roll</b>  | 23                          |
| <b>Name of provider</b>            | Pebbles Playgroup Committee |
| <b>Date of previous inspection</b> | 7 July 2009                 |
| <b>Telephone number</b>            | 07733213727                 |

Pebbles Playgroup was registered in 2009. There are five staff, all of whom have an appropriate early years qualification. The playgroup opens Monday to Friday 8.45am to 11.45am, and Monday to Wednesday 1pm to 3pm, during term time. The playgroup provides funded early education for three- and four-year-old children.

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