

Easingwold Pre-School Playgroup



Methodist School Room, Methodist Church, Chapel Street, Easingwold, York, YO61 3AE

Inspection date	15 June 2015
Previous inspection date	16 May 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		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

- All children are making good progress in their learning and development. This is because staff know children very well and plan for their individual stage of development. Activities are exciting and, as a result, children are motivated to learn.
- The quality of teaching is consistently good and sometimes outstanding. This is because staff are well qualified and know how children learn. All staff attend regular training courses to further develop their understanding of child development.
- Safeguarding children is of the highest priority of all staff. All staff are robustly recruited. The management team have had safer recruitment training and ensure all staff, committee members and volunteers are vetted and safe to work with children.
- Children's emotional well-being is promoted exceptionally well. This is because staff are very nurturing and caring. They have created very strong bonds with children, which gives all children confidence and high levels of self-esteem.
- Parents are made to feel very welcome by all staff. Information about the Early Years Foundation Stage and their child's progress is shared regularly, to support children's learning both in the setting and at home.

It is not yet outstanding because:

- On occasion, children are not challenged to fully develop their writing skills and practise the letter formation of their name.
- The management team have not yet fully embedded systems to observe and appraise the quality of teaching, to raise it from consistently good to outstanding.

What the setting needs to do to improve further

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

- challenge children's already good literacy skills further, for example, by encouraging them to write their own name labels for their creations and models
- raise the quality of teaching even further, for example, by regularly observing and appraising staff practice.

Inspection activities

- The inspector observed children in the base room and in the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, chair of the committee, staff, children and parents.
- A range of documents was inspected, including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Laura Hoyland

Inspection findings

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

Staff know all children very well. They gather information about children's capabilities when they start and use this information to plan appropriate, yet challenging activities for them. Children concentrate when independently completing jigsaws. Staff extend this by providing more difficult jigsaws which develop children's thinking and problem-solving skills. Staff know children's interests and set up activities to ignite their imaginations. They create hedgehogs out of dough and then sing songs relating to animals that they have created. Children express themselves well. They have their own ideas as they paint recycled boxes and packaging. They are proud of their achievements and show staff their creations. However, staff do not challenge children to practise their early writing skills enough. For example, they write children's names on labels rather than encouraging children to practise writing their own name. Children concentrate well, listen to instructions and respect staff and their friends, developing positive future learning skills.

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

The quality of care is superb. Staff thoroughly understand children's individual needs and work closely with families to get to know them and their children well. As a result, children are settled and part from their parents easily when arriving. The transition into the setting and eventually on to school is sensitively managed. Children's feeling and emotions are respected and considered during stages of change. Two sessions a week are dedicated to children who are leaving to go to school in the autumn term. Staff use this time to prepare children and ensure they are emotionally ready to move on to the next stage of learning. Children behave very well. Staff manage children's behaviour positively and praise them as they play. Children are praised for their attitude to keeping safe and recognising dangers. For example, children know to put on a sun hat during the warm weather when playing outside. All children fully engage in exercise. They choose to play outdoors throughout the day, engaging in activities to develop their physical development. For example, they run and chase each other playing games in friendship groups.

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

All staff fully understand the requirements of the Early Years Foundation Stage. They follow a comprehensive set of policies and procedures which underpin their good practice. The manager is very involved in delivering the educational programmes for children. She works closely with committee members and monitors children's progress closely. She ensures any gaps in learning are identified and interventions sought if necessary. Regular staff supervisions are used to discuss individual children and their progress. In addition, training courses are sought to support staff to develop and deepen their childcare knowledge. Staff work very well together as a team. They share their ideas and learning gained through attending training. However, there is scope to further enhance the consistently good quality of teaching. For example, by observing staff practice and setting realistic targets to drive the quality of practice from good to outstanding.

Setting details

Unique reference number	400381
Local authority	North Yorkshire
Inspection number	868871
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	30
Name of provider	Easingwold Playgroup Committee
Date of previous inspection	16 May 2011
Telephone number	07977 063753

Easingwold Pre-School Playgroup was established over 40 years ago. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The setting opens from Monday to Friday during term time only. Sessions are from 9am until 4pm. The setting provides funded early education for two-, three- and four-year-old children.

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