

Drifffield Methodist Playgroup

Methodist Church Hall, Westgate, Drifffield, East Riding of Yorkshire, YO25 6TJ



Inspection date	22 June 2015
Previous inspection date	12 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

- All staff are knowledgeable; they understand children's individual interests and learning needs and use good quality teaching strategies. This means all children receive the support needed to prepare them for their next stage in learning and school.
- Children with special educational needs and/or disabilities and children who speak English as an additional language, and their families, are supported effectively. Staff work closely in partnership with parents and outside professionals.
- Staff are good role models. They deploy themselves well and use consistently agreed strategies. This provides clear guidance for children about what is acceptable behaviour.
- The well-qualified staff regularly access training, which has a positive impact on children's learning and care. Staff use the knowledge that they gain and cascade to the whole team to enhance all their practice and knowledge even further.
- The management team have a clear vision and aspirations for the setting. Action plans to drive forward improvements are in place. This means staff have clear targets.
- Staff give high priority to keeping children safe. They have a secure understanding of their roles and responsibilities to safeguard children from harm.

It is not yet outstanding because:

- Planning is not always sharply focused on the youngest children's individual learning, resulting in occasional missed opportunities to plan challenging activities linked to their next steps in learning, to maximise their progress.
- Staff do not always make best use of opportunities for all parents to contribute what they know about their child's learning at home.
- Some aspects of the monitoring of the performance of staff are not yet fully embedded.

What the setting needs to do to improve further

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

- focus more precisely on what the intended learning outcomes are when planning activities and learning experiences for the youngest children, in order to enrich all children's learning and development
- maximise opportunities for all parents to share what they know about their children's learning at home, so a consistent and shared approach to children's learning and development is promoted
- build on the existing arrangements for monitoring the performance of staff, for example, by fully embedding the use of observations on staff practice, to further enrich staff's teaching skills.

Inspection activities

- The inspector observed activities in both rooms and in the outdoor play area. She also spoke to the children and staff members during the inspection.
- The inspector viewed a range of documents, including children's records, files containing observations, planning and tracking of children's progress.
- The inspector looked at evidence of the suitability and qualifications of staff working at the playgroup. She also looked at the playgroup's self-evaluation, and a selection of policies and risk assessments.
- The inspector held meetings with two committee members, the manager and the deputy manager. She also carried out a joint observation with the manager.
- The inspector took account of the views of parents through discussion.

Inspector

Caroline Stott

Inspection findings

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

Children take part in a wide range of exciting and stimulating play activities in the well-resourced indoor and outdoor areas. Children bury their feet in the sand and use magnifying glasses in their play. Children join in with staff as they dance to the music using ribbons, and in registration they answer questions enthusiastically. Staff use registration well to group children. They teach phonics daily, extending older children's learning of initial sounds of letters. This means early literacy skills are effectively promoted. Children are motivated to learn and communicate their ideas well. Staff observe and assess all children's learning. They carefully plan activities for the older children to meet the next steps in their development. The deputy manager monitors the educational programmes and children's progress. She has recently introduced in-depth planning. However, this does not yet fully support all the youngest children's next steps in learning. This means some activities are not precisely focused on what the intended learning outcomes are for the younger children. Partnerships with parents are positive. Parents are encouraged to share information about children's care needs before they start, have meetings and view their children's file. However, staff do not always encourage all parents to share what they know about their child's learning from home, so staff do not have a full and ongoing picture of children's development.

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

The staff ensure the established key-person system in place helps develop positive relationships with children and their parents. Children's behaviour is good as staff are good role models. Children play cooperatively and take turns, supporting their social and emotional development well. Staff discuss the importance of healthy eating at snack time and encourage children to wash their hands before eating. This promotes their self-help skills and an understanding of a healthy lifestyle. Children enjoy energetic play and engage in a wide range of physical activities. They enjoy running, building with construction blocks, and exploring sand and dough.

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

The management team and staff understand their responsibilities to meet the requirements of the Early Years Foundation Stage. Regular supervisions with staff are completed by the manager, to ensure staff have support and understand their responsibilities. The new deputy manager has implemented many positive changes. She has created a detailed action plan, which is shared with staff. She is keen to introduce observations of all staff's practice to establish how the quality of teaching can be improved further still. The staff use self-evaluation to review the playgroup and gather feedback from parents. This helps to identify and plan targets to advance further. This was a recommendation from the previous inspection, which shows a commitment to developing the playgroup further. Links with local schools are established, which ensures staff work in partnership and share relevant information.

Setting details

Unique reference number	314615
Local authority	East Riding of Yorkshire
Inspection number	868238
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	44
Number of children on roll	92
Name of provider	Driffield Methodist Playgroup Committee
Date of previous inspection	12 July 2011
Telephone number	01377240080

Driffield Methodist Playgroup was registered in 1973. The playgroup employs 12 members of childcare staff. Of these, one holds Qualified Teacher Status and 11 hold appropriate early years qualifications at levels 2, 3 or 4. The playgroup opens on Monday, Tuesday and Wednesday from 9am to 3pm. On Thursday it is open from 9am to 11.30am and on Friday it is open from 9am to 2pm. It is open during term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

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