

Stockton Lane Playgroup

Stockton Lane, York, North Yorkshire, YO31 1JG



Inspection date

10 July 2015

Previous inspection date

3 November 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

- Children are happy and settled in the calm and organised environment of the playgroup. Staff and children have good relationships. Children behave well and show consideration towards each other.
- Children engage well during activities because the staff know them well and follow their interests. Therefore, children enjoy exploring, are motivated and display high levels of concentration in their play.
- The quality of teaching is consistently good. Staff effectively use their knowledge of children's achievements to support their learning. Consequently, all children are making good progress.
- Safeguarding procedures are robust and effective systems are used to recruit staff and ensure they are all suitable to work with children. Staff demonstrate a clear knowledge of the procedures to follow if they have concerns about a child's welfare. Consequently, children are kept safe from harm.
- Children develop the key skills they need for the next stage in their learning, such as starting school. Staff have developed excellent links with other staff from local primary schools. They work well together to ensure continuity in care and learning for children moving on to school.

It is not yet outstanding because:

- Staff do not always make best use of opportunities for all parents to contribute what they know about their child's learning at home.
- Staff do not always effectively share information about children's learning with parents, particularly information about how older children are being prepared for starting school.

What the setting needs to do to improve further

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

- make better use of opportunities for parents to share what they know about their child's learning at home, so a consistent and shared approach to children's learning and development is promoted
- enhance the ways that parents of older children are informed about the learning and support their children are receiving in preparation for starting school.

Inspection activities

- The inspector observed the quality of the teaching and the impact this has on children's learning, and looked at examples of children's individual learning records.
- The inspector completed a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the manager and a member of the committee, and looked at relevant documentation, such as the setting's self-evaluation and suitability of staff working in the setting.

Inspector

Estella Champion

Inspection findings

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

Staff plan a range of activities to support children's progress over time, covering all areas of learning. Children who are preparing to move on to school spend valuable extra time working with a staff member in small groups. During this time they further develop key skills in mathematics, literacy, personal, social and emotional development. However, parents are not fully aware of the learning and skills their children are developing in these small groups. Parents contribute information about their child's learning, development and interests when they first start to attend the playgroup. However, systems for them to continue to provide staff with this information are not robust. This means that continuity with learning at home is not maximised. Staff are skilled in supporting children's communication, language and literacy skills. Staff support children's play and thinking skills very well, extending learning through the questions they ask and the resources they provide.

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

Children appear confident and settled at the playgroup. They are happy to express their views and ideas, which are listened to by the staff and other children. Consequently, their self-motivation and self-esteem are well supported. Children are given secure routines and boundaries. As a result, their behaviour is good. Staff are sensitive in the way they help children appreciate the differing needs of others. Therefore, children develop tolerance of each other and learn to work cooperatively. Children are helped to develop their independence in age-appropriate ways. For instance, they are encouraged to put on their socks and shoes after playing in the sand pit. There are good opportunities for children to be physically active. Children learn about healthy food and drink during their snack time and are also learning how fruit and vegetables grow.

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

The manager has a good understanding of the requirements of the Early Years Foundation Stage. She works well with the management committee and staff to ensure the playgroup runs efficiently. She effectively monitors the learning and development of all children to ensure they make good progress. Staff are well qualified and committed to attending further training. The training provided focuses on improving experiences and outcomes for children. For example, one member of staff recently received further training on using resources to engage children. Consequently, she set up extra resources in the outdoor area. Children use these resources very well to support many different areas of their learning, such as their mathematical and social development. Regular supervision sessions with the manager enable staff to reflect on their practice and identify where they can improve the quality of their teaching even further. The committee ensure that the manager receives regular supervision and appraisal. Together they are committed to evaluating and driving improvement in the playgroup to ensure it remains an effective setting for children in the local community.

Setting details

Unique reference number	321590
Local authority	York
Inspection number	868716
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	68
Name of provider	Stockton Lane Playgroup Committee
Date of previous inspection	3 November 2011
Telephone number	07746 806426

Stockton Lane Playgroup was first established in 1964. It has been registered since 1992. The playgroup currently employs six members of staff. All hold appropriate early years qualifications, including three at level 3 and two at level 4. One member of staff holds Qualified Teacher Status. The provision opens five days a week during school term times. Sessions are from Monday to Friday 9am until 12pm. There are afternoon sessions on Tuesday and Wednesday from 12.30pm to 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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