

Drax Flowerpot Playgroup

Drax Village Hall, Castle Hill Lane, Drax, Selby, North Yorkshire, YO8 8NP



Inspection date

10 July 2015

Previous inspection date

28 September 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 making good progress in their learning and development. This is because staff know children well and plan for their individual next stage in learning. This means staff offer activities that are exciting to children and motivates them to learn.
- Partnerships with parents are good. A well-embedded key-person system is in place, which effectively supports children's emotional and social development. Staff work well with parents to support children's individual care and learning needs.
- Staff are qualified and the quality of their teaching is good. This is because staff know how children learn and develop. All staff attend regular training courses to further develop their understanding of child development.
- Staff offer many interesting and stimulating opportunities for children in the outdoor area to play, explore and learn independently. This engages children and provides them with opportunities to develop across all areas of learning.
- Staff have a good knowledge of the safeguarding procedures. They understand their roles and responsibilities for child protection. Consequently, children are kept safe.
- Partnerships with the local schools are well established. Playgroup staff share relevant information about children's abilities with the teachers. Staff support children's moves with visits to and from the schools as part of the yearly cycle.

It is not yet outstanding because:

- Some activities do not challenge the more-able children and this causes them to lose concentration because their thinking is not being extended and developed.
- The management team have not yet fully embedded sharply focused evaluations of the staff's 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:

- improve teaching to enable more-able children to focus, concentrate and stay fully engaged in a variety of contexts
- raise the quality of teaching even further by consistently coaching staff and evaluating the impact of their practice.

Inspection activities

- The inspector observed activities in the main room as well as the outdoor play area. She also spoke to children and staff members during the inspection.
- The inspector looked at children's records and the planning documentation. She also discussed children's progress with the manager, staff and parents.
- The inspector took account of the views of parents through discussions.
- 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 the manager and carried out a joint observation with her.

Inspector
Caroline Stott

Inspection findings

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

Staff demonstrate a good understanding of how to deliver and monitor the provision of the Early Years Foundation Stage. They regularly observe children and plan for their next steps in learning. The quality of teaching is good as staff effectively promote children's learning and development through a variety of interesting and stimulating activities. As a result, children make good progress as they are engaged and motivated in their play and learning. Children express themselves well. They have their own ideas and ask questions. For example, children ask, 'What's inside mud?' However, some staff do not always answer the question by giving children the information and facts they seek. This means more-able children are not consistently challenged further and they lose their focus and concentration because staff have not helped them go beyond what they already know. Partnerships with parents are good. Parents are encouraged to share information about children's care needs before they start, have meetings and view their file. Children who speak English as an additional language are supported well and make good progress in their learning.

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

Children's behaviour is good as staff are good role models. Staff deploy themselves well and provide clear guidance for children about what is acceptable behaviour. Children play cooperatively and take turns, supporting their social and emotional development well. They develop good balance and coordination skills as they are encouraged to move in a variety of vigorous activities outdoors. Children safely negotiate space and confidently move in a range of ways. They handle tools and resources effectively. Children gain an awareness of physical exercise and a healthy diet. Staff discuss the importance of hygiene and healthy eating. Children enjoy a wide range of fresh fruit at snack time and manage their own basic hygiene. Consequently, children develop an understanding of a healthy lifestyle.

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

The qualified staff have a good knowledge and understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. They follow a comprehensive set of policies and procedures, which underpin their good practice. The manager monitors the educational programmes and children's progress closely. This ensures any gaps in learning are identified and interventions are sought if necessary. Regular supervisions of staff are used to discuss individual children and their progress, training and any concerns they may have. Staff and committee members use self-evaluation to review the playgroup and gather feedback from parents. The recommendations following the last inspection have been successfully addressed. The manager has effective plans, such as staff to take on board new roles and responsibilities, which show a good capacity to improve further. However, the effectiveness of the staff's quality of teaching is not being targeted robustly through setting further realistic targets to drive it from good to outstanding.

Setting details

Unique reference number	400463
Local authority	North Yorkshire
Inspection number	868884
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	18
Name of provider	Drax Playgroup Committee
Date of previous inspection	28 September 2011
Telephone number	07729 662039

Drax Flowerpot Playgroup was registered in 1992. The playgroup employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 8am to 3pm. This occasionally changes to parents' requirements. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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