

Ryandale Playgroup

Barley Fields Primary School, Lamb Lane, Ingleby Barwick, STOCKTON-ON-TEES,
Cleveland, TS17 0QP



Inspection date

14 July 2015

Previous inspection date

15 June 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

- The playgroup is full of purposeful activity. Children have fun and are enthusiastic and effective learners.
- All children make good progress from their starting points. Staff observe and assess children's learning regularly, and as a result, have a good understanding of children's stage of development.
- Children settle quickly into this safe and welcoming playgroup. They form secure attachments with the friendly staff team. Consequently, children demonstrate that they are happy, confident and motivated to learn.
- Staff work well with other settings and external agencies, such as speech and language services. This enables them to meet the needs of all children well, including those with special educational needs and/or disabilities.
- Partnerships with parents are very good. Parents are well informed about their child's learning. This means that they are able to support their child's learning at home.
- The manager and her staff have a robust understanding of safeguarding procedures. This enables them to act promptly and effectively should they have a concern about the welfare of a child.

It is not yet outstanding because:

- Occasionally, staff's organisation of large group time does not always fully consider the listening and attention skills of the youngest children.
- Staff do not always build on opportunities for children who speak English as an additional language to use their home language as they play.

What the setting needs to do to improve further

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

- give further consideration, when organising activities in large groups activities, to the ages of the children and the length of time they can concentrate for
- enhance further the opportunities for children who speak English as an additional language to use their home language in their play and learning.

Inspection activities

- The inspector observed activities taking place in the playgroup room and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion and completed questionnaires.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector held meetings with the manager and spoke to staff and children during the inspection.

Inspector

Julie Morrison

Inspection findings

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

Children are very well supported by knowledgeable and enthusiastic staff who understand how children learn. As a result, children enjoy their time at playgroup and take part in a wide range of stimulating activities which cover all areas of learning. Children are very confident and are successfully encouraged to be involved in activities of their choosing. This supports them to make independent decisions about their learning. The quality of teaching is consistently good. Staff model language to younger children and support older children to extend their communication skills; for example, they act out puppet shows. Children constantly chatter as they play and use their imagination well. However, although staff provide support for children who speak English as an additional language, opportunities for them to use their home language are not always fully extended. Children's literacy skills are supported well by staff. Younger children enjoy making marks while some older children are able to recognise written letters. This helps to prepare children for starting school. Children have good opportunities to develop their mathematical skills. For example, staff encourage children to estimate if they have more or less as they play with soft dough. Older children are attentive to staff during daily group sessions and sustain a good level of concentration. However, occasionally, group time is rather long for younger children, and as a result, it is not always sufficiently focused on developing the listening and attention skills of those children.

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

Children have good relationships with their key person and the other staff. Staff are very sensitive to children's individual needs and ensure that all children are given the level of support needed to promote their emotional well-being. Children behave well; they give each other hugs and confidently explain the playgroup rules. Children are encouraged to be independent. For example, they wash their hands before snack and have a go at putting on their own shoes. Children learn about keeping healthy. For example, they have constant access to the well-resourced outdoor area where they have great fun building a pirate ship. They also participate in planned activities indoors, such as yoga sessions.

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. The setting is organised well and rigorous recruitment, vetting and induction procedures ensure the suitability of all staff. The manager maintains a good overview of the educational programmes. Assessments are monitored effectively and appropriate intervention is provided. This means that strategies to support children with special educational needs and/or disabilities are included in the planning. Most staff are well qualified or working towards a qualification at level 3. In addition, performance management systems are in place. This enables the quality of teaching to be consistently reviewed and supports staff to improve their good practice. Effective self-evaluation takes account the views of parents and supports continuous improvement at the setting.

Setting details

Unique reference number	EY419426
Local authority	Stockton on Tees
Inspection number	852003
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	82
Name of provider	Anne Dalton
Date of previous inspection	15 June 2011
Telephone number	01642 308364

Ryandale Playgroup was registered in 2010. The playgroup employs eight members of childcare staff. Of these, three hold early years qualifications at level 3, one holds level 4 and one holds level 6. The playgroup opens Monday to Friday during term time only. Sessions are from 8am until 5pm. The playgroup provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

