

# Swinton Playgroup

The Reading Rooms, Swinton, Malton, North Yorkshire, YO17 6SR



## Inspection date

15 October 2015

Previous inspection date

21 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The qualified staff team has a very good knowledge of how young children learn and develop. Staff carefully organise learning environments to meet children's interests and keep them motivated. This means children eagerly engage in stimulating experiences.
- Children are happy, they show good levels of independence for their age and gain a lot of confidence. They quickly settle and develop close attachments to staff. This has a positive impact on children's learning and progress.
- The new management team has made significant improvements to the playgroup. They place a strong emphasis on ensuring that children have a safe and secure environment in which to play and learn. This means that children are well protected from harm.
- Parents speak highly of staff and the playgroup. They are delighted with how well their children have settled and the progress their children are making.
- Staff support disabled children and those with special educational needs well. They liaise with parents and other professionals to ensure that children receive relevant support and continuity in their learning and development.

### It is not yet outstanding because:

- Staff do not always gather in-depth information from parents about children's achievements, interests and learning at home on an ongoing basis.
- The management team has not yet fully embedded sharply focused supervisions and evaluations of the staff's quality of teaching, to move their practice forward and support all children's progress even further.
- Some routines, such as story time are disrupted by other children playing nearby, which causes children to become distracted and lose concentration.

## What the setting needs to do to improve further

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

- strengthen ways to help parents share what they know their child can do at home on an ongoing basis to help with activity planning
- use systems for staff supervision more effectively to evaluate the impact of staff's practice on children's learning and raise the quality of teaching to an even higher level
- reflect on ways to further improve activities, such as story time, to enable children to focus and concentrate more on the teaching and learning that is taking place.

### Inspection activities

- The inspector had a tour of the playgroup's facilities and observed activities in all of the play areas. She also spoke to children and staff members during the inspection.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the manager, staff and parents.
- The inspector checked evidence of the staff's qualifications and training certificates, including evidence of the staff's suitability and the suitability of all the committee members.
- The inspector looked at the playgroup's self-evaluation form and a selection of risk assessments and policy documents, including the safeguarding policy and procedures.
- The inspector held meetings with the manager and chairperson of the committee. She also carried out joint observations with the manager and assessed the impact this has on children's learning.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Caroline Stott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The new management team and committee have reviewed policies and procedures and ensure these now underpin the staff's good practice. Staff have good knowledge of child protection procedures and how to keep children safe from harm. The recruitment and vetting of staff are robust, and checks on committee members are also completed. Improvement plans are in place and priorities have been set. These include relevant training priorities for the qualified staff that complement their new roles and responsibilities. The committee completes annual appraisals on all staff. The current chairperson has undertaken supervision meetings with the manager. This helps to ensure any concerns, staff training and children's progress are discussed and evaluated.

### Quality of teaching, learning and assessment is good

Teaching is rooted in a good knowledge of how to support and extend children's learning. The activities provided relate specifically to children's interests, motivating and engaging children well. Children's developing communication and language is supported well. Staff speak to children clearly during activities and skilfully ask questions to encourage them to think. Children respond and answer staff's and visitors' questions well, demonstrating their ideas and thought processes. Children learn to recognise their name in print and eagerly enjoy imaginative play, which supports their creativity. Children's learning and development are assessed through thorough observations and detailed planning. This takes into account children's individual interests and their next steps in their learning. Staff gain some initial information from parents about children's interests to help them plan for children's starting points. Key persons monitor and identify gaps in children's learning and development, and support children's progress effectively.

### Personal development, behaviour and welfare are good

The playgroup provides a warm, welcoming, safe and secure environment which is used effectively to help children to develop secure attachments to their key persons. Children settle quickly, enabling them to leave their parents confidently as they enter the setting. Daily routines for handwashing before meals and after outdoor play are firmly established, which supports children's understanding of good hygiene. Children's physical development is supported well and children are eager to demonstrate how they can walk, balance and jump off the various resources on offer in the outdoor area. The manager has established links with the local schools and other early years provisions that children also attend. Staff share information well to ensure that children's learning experiences and care have continuity. This helps children to develop the key skills needed for the next stage in their learning, such as school.

### Outcomes for children are good

Children make good progress from their starting points. They are eager to learn and quickly become confident and self-assured. Children are developing the key skills they need for their future learning and for nursery and school.

## Setting details

<b>Unique reference number</b>	400254
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1013688
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Swinton Playgroup Committee
<b>Date of previous inspection</b>	21 April 2015
<b>Telephone number</b>	07879 834975

Swinton Playgroup was registered in 1992. The playgroup employs two permanent and three supply members of childcare staff. Of these, the manager holds a childcare degree and four staff hold appropriate early years qualifications at level 2, 3 and 5. The playgroup opens from 9am until 3pm, Tuesday, Wednesday and Thursday, during school term time. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports a number of disabled children and those with special educational needs.

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