

# Shafton Playgroup

The Community Centre, Off High Street, Shafton, Barnsley, S72 8NH



## Inspection date

27 January 2016

Previous inspection date

2 September 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The management team has a poor understanding of the legal requirements in relation to their responsibilities under the Data Protection Act.
- The management team has not implemented an effective system to monitor the progress that different groups of children are making.
- Staff do not gather as much information as possible from parents about what children know and can already do when they first start at the playgroup.

### It has the following strengths

- The quality of teaching is good. Staff focus on teaching language, communication, personal and social skills. Children engage well in a good range of activities.
- Children are confident, happy and motivated learners because staff provide effective support for their physical and emotional well-being.
- Children's learning and development are effectively promoted because staff successfully follow their interests. Children make good progress and are well prepared for future learning and starting school.
- Children follow good hygiene routines. They enjoy healthy snacks which promote their good health.

## What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

### Due Date

- improve knowledge and understanding of responsibilities under the Data Protection Act. 10/02/2016

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

- ensure the progress of different groups of children is effectively tracked to identify and address any emerging gaps in learning within those groups
- gather more information from parents about what their children already know and can do when they start to attend.

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at children's observation and assessment records, the register of attendance and sampled other documentation, including evidence of suitability checks of staff.
- The inspector spoke to staff and children at appropriate times during the inspection.

## Inspector

Catherine Mather

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The manager and staff have a clear understanding of their role and responsibilities in protecting children. They know how to act effectively should they have any concerns about a child in their care. The management team is not wholly confident of their responsibilities under the Data Protection Act. Staff monitor individual children's progress so that they can quickly identify any potential gaps in learning. However, the management team does not have such robust monitoring of different groups of children to identify any trends in learning. Self-evaluation is generally used well to support the continuous improvement of the playgroup and changes benefit children and families. Recruitment is effective in ensuring that staff are suitable to work with children.

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

Staff understand how young children learn through play. They effectively promote children's progress and particularly help children to enjoy exploring and investigating. For example, children explore magnets and investigate a range of items to discover if they are magnetic. They search for metal items to test out their ideas. Staff ask children questions that encourage children to think and share their understanding. This helps children to build on their vocabulary as they learn new words through meaningful conversation. Children develop good mathematical skills. Staff teach them to count and compare sizes during activities and routines. Parents are very positive about the playgroup and say that staff share good information with them about their children's learning and development. However, staff do not gather enough detailed information about children's skills and abilities from parents before their children start attending the playgroup. Therefore, staff are not always able to plan precisely for children's learning from the outset.

### Personal development, behaviour and welfare are good

Children are praised for their achievements which boosts their confidence and self-esteem. Overall, children's behaviour is good. Staff use timely reminders and children are actively encouraged to be kind to one another. They take their turn and share resources. As children arrive at playgroup, they show how well they know the routine. They find their name and hang up their coats and quickly become involved in an activity. They demonstrate a sense of security and belonging. Children's independence is promoted well at snack time. They choose when to have their snack and collect their own plate and cup before they sit down. Children pour their own drinks and choose their own fruit.

### Outcomes for children are good

All children, including those in receipt of early education funding, are making good progress from their starting points. Children are developing the skills that they will need for their next stage of learning and starting school.

## Setting details

<b>Unique reference number</b>	302857
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1028679
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Pauline Barnett and Pamela Greasley Partnership
<b>Date of previous inspection</b>	2 September 2013
<b>Telephone number</b>	07989 560991

Shafton Playgroup was registered in 1993. The playgroup employs five members of childcare staff. All hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 9.05am until 12.05pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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