

Clifton Methodist Playgroup

Clifton Methodist Church, Lister Street, Rotherham, South Yorkshire, S65 2AX



Inspection date

1 February 2016

Previous inspection date

15 September 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders and managers are inspirational and have a clear and uncompromising vision for the playgroup. They communicate this extremely effectively. Every member of the team continually strives for excellence.
- The quality of teaching is excellent. Staff provide highly stimulating learning opportunities both indoors and outdoors of the well-maintained and extremely well-organised playgroup.
- Children's safety is given an extremely high priority. Staff use innovative ways to help children to learn about keeping safe. They encourage children to help carry out risk assessments, so they learn how to keep themselves from harm.
- Planning is consistently of the highest standard. Staff incorporate planning for all areas of learning extremely well and focus precisely on children's individual learning needs. This supports all children to make excellent progress.
- Parents speak very highly of the staff and the provision and are very appreciative of the care their children receive. They feel valued and respected as partners in their children's learning.
- Staff have extremely strong partnerships with other professionals involved in supporting children. They foster a highly effective flow of information which supports all parties to share information about children's individual development needs.

What the setting needs to do to improve further

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

- reflect on and enhance staff's professional development that increases the potential to maintain the excellent standards of teaching already achieved.

Inspection activities

- The inspector had a meeting with the manager and reviewed their self-evaluation and operational documentation.
- The inspector observed activities in the indoor and outdoor areas. She jointly evaluated an activity with the manager.
- The inspector took into account the views of both parents and children spoken to during the inspection.
- The inspector reviewed children's learning records. She checked evidence of staff's suitability and their qualifications.
- The inspector spoke with staff and the chairman of the committee at appropriate times during the inspection.
- The inspector reviewed the processes for keeping children safe, including risk assessments and policies used by the playgroup.

Inspector

Katherine Wilkins

Inspection findings

Effectiveness of the leadership and management is outstanding

The highly skilled manager and staff have a very thorough understanding of the statutory requirements. Arrangements for safeguarding are effective. All staff have an excellent understanding of their role in safeguarding children and know what to do if they are concerned about a child's welfare. This helps them to provide children with care and support which is of an excellent standard. The manager holds regular supervisions with staff and monitors their practice. She continually seeks ways to extend their knowledge and skills in support of their pursuit of excellence. She recognises the importance of continuing to enhance opportunities for professional development, in order to maintain the excellent standards achieved so far.

Quality of teaching, learning and assessment is outstanding

Children benefit from the support of a highly skilled staff team who know exactly how to enhance and motivate their learning. Monitoring and assessment of children's progress are extremely focused and accurate. This ensures any concerns about children's well-being or development are quickly identified and addressed. Staff and parents work extremely well in partnership to identify children's individual learning needs. Parents are highly involved and staff share innovative ideas for them to support their child's learning at home. Staff have high expectations of all children. They skilfully use children's interests to plan challenging and exciting activities which help them to achieve their next steps in learning. Children have excellent opportunities to learn about where food comes from. They enjoy cooking the vegetables they grow in their garden. Staff use their expert knowledge to extend children's language skills. All children, including those who speak English as an additional language, are highly confident communicators.

Personal development, behaviour and welfare are outstanding

Children are supported extremely well during the settling-in process and they form secure emotional attachments with their key person. This fosters children's self-esteem and sense of belonging. Children's social and emotional needs are exceptionally well met by staff. Relationships are excellent, fostering a sense of belonging and ensuring that children are confident learners. Staff are excellent role models, helping children to behave superbly and manage their own emotions. Staff teach children how to manage their care needs. They quickly develop their personal-hygiene skills and learn how to dress themselves. All children are well supported when it is time for them to move on to school. For example, staff create picture books for children of their new school and invite their teacher to visit the playgroup. This effectively helps to support children's emotional well-being during a time of change. Staff provide children with a wealth of inspirational and fun experiences for them to learn about their community and the wider world. For example, children enjoy tasting different foods brought in by families during festivals and celebrations.

Outcomes for children are outstanding

All children, including those who speak English as an additional language, make excellent progress from their starting points. Children are highly active and motivated learners. They are developing the key skills that support their future learning.

Setting details

Unique reference number	303214
Local authority	Rotherham
Inspection number	867444
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	45
Name of provider	United Methodist Church Committee
Date of previous inspection	15 September 2011
Telephone number	01709 512150

Clifton Methodist Playgroup was registered in 1987. The playgroup opens from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm. It provides funded early education for two-, three- and four-year-old children. The playgroup employs four members of staff, all of whom hold appropriate early years qualifications at level 2 or above.

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.

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