

# Shafton Playgroup

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



## Inspection date

29 September 2016

Previous inspection date

27 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff have strong partnerships with parents. They promote a shared approach to children's care and learning. Accurate assessments identify any gaps in children's development. The playgroup is proactive in seeking support from other professionals for children who need additional support.
- The provider monitors staff's practice. She accurately identifies strengths and areas for improvement and has taken effective action to address previously identified weaknesses. Professional development opportunities help staff to improve their skills and provide a good standard of care and learning.
- Key persons are very knowledgeable about each child's stage of development. They demonstrate a good understanding of how good quality teaching promotes children's development. The indoor environment provides a wide range of learning opportunities that is used well to improve outcomes for children.
- A key-person system that is well established helps children to form strong bonds with staff. Children settle well and are happy as they play. Transitions into the setting and into school are well planned to make sure children's emotional well-being is maintained.

### It is not yet outstanding because:

- Staff do not make the best use of the outdoor environment to provide rich, varied and imaginative experiences. This means children who prefer to play and learn outdoors are not fully supported to make the best possible progress.
- On occasions, staff do not consider how adult-led activities can be reshaped to help children of slightly different ages and abilities to achieve to the highest level.

## What the setting needs to do to improve further

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

- consider how to reshape adult-led activities so that all children achieve as much as possible in their learning
- offer children who prefer to play outdoors richer, more varied and imaginative experiences to help extend their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation, including the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Information about children and families is stored securely. Procedures to protect children are implemented successfully. Staff have a good understanding of how to keep children safe. Robust recruitment helps to check that all staff are suitable to work with children. The provider seeks the views of parents and works with the local authority to continually evaluate the playgroup's practice. She uses the feedback to make changes. For example, the playgroup now has quiet areas where children can concentrate better. The provider closely monitors the progress of individual children and groups of children. Information about children's progress is frequently shared with parents. They are involved in planning sessions where they stay and learn with their children and are given ideas to continue helping children at home. Additional funding is used effectively to help narrow gaps in children's development.

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

The day is planned well to reflect routines children will experience in school and to provide a good balance of adult-led activity and child-initiated play. Communication and language are promoted well. Staff involve children in discussions that help them to make connections between their learning experiences at home and in the playgroup. They skilfully help children who are less confident to talk by using puppets to give them a voice. Children enjoy making different sounds. For example, they listen to the noise that bells on their dressing-up clothes make as they move. Staff build on and extend the vocabulary of older children by introducing new words. Children develop early literacy skills. They use a range of materials to practise early writing. Older children begin to recognise familiar letters. Children's progress in mathematics is supported as they explore numbers and group objects. Good links with local schools and other professionals mean that information about children's progress is shared to support continuity in children's learning.

### Personal development, behaviour and welfare are good

Children are confident to share their learning with visitors. They show pride as they talk about their work and their friends. Positive behaviour is promoted as staff recognise and praise good behaviour. They are good role models and give children clear guidance about right and wrong. Good health and hygiene practices are promoted through everyday routines. Children enjoy daily outdoor play in all weathers where they develop their physical skills. They learn to stay safe as they balance, pedal and steer. Children learn about their community and the wider world through stories and role play.

### Outcomes for children are good

All children are making good progress from their initial starting points and attaining the skills they need for their future learning in school. They freely access a wide range of resources and make choices about their play. They are keen learners and demonstrate high self-esteem. Children enjoy each other's company and are learning to be kind and play cooperatively. This helps them to make firm friendships. Children are learning to respect and embrace each other's differences. For example, they explore how they look different and begin to understand that not all families are the same.

## Setting details

<b>Unique reference number</b>	302857
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1039272
<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>	22
<b>Name of registered person</b>	Pauline Barnett and Pamela Greasley Partnership
<b>Registered person unique reference number</b>	RP523665
<b>Date of previous inspection</b>	27 January 2016
<b>Telephone number</b>	07989 560991

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

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