

Brough Playgroup

Brough Methodist Church, 54 Welton Road, BROUGH, North Humberside, HU15 1DL



Inspection date

12 October 2016

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------|---|
| | Previous inspection: | Not applicable | |
| 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 provider and her team are qualified and work well together. Children develop secure bonds with their key person and all staff members. Children are happy and settled, and enjoy making choices in their play. They demonstrate they feel safe in the setting and develop high levels of confidence.
- Children are well behaved. Staff effectively build children's confidence as they make good use of praise and explain boundaries. Children play cooperatively together, learn to take turns and show respect for each other.
- Partnerships with parents are successful. Staff use various strategies to engage parents and obtain information from them about children's achievements at home. Parents highly praise the care and learning their children receive.
- Overall, children benefit from a wide variety of interesting experiences. Staff take time to find out about each child when they start attending the playgroup. Staff are calm and patient; they provide a stimulating and well-resourced environment.
- Leadership and management are good. Links with the local schools are strong. The playgroup accesses some school activity days, supporting children moving on to school. They share developmental information to provide consistency in children's care and learning.

It is not yet outstanding because:

- Some children are not consistently focused enough to maximise their listening and attention skills.
- Occasionally, staff miss chances in child-initiated play to challenge children and maximise their learning.

What the setting needs to do to improve further

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

- enhance teaching skills that help children focus their attention and concentration even further
- focus opportunities in child-initiated play that helps to consolidate and extend their learning further.

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 looked at children's assessment records and the planning documentation. The inspector also discussed children's progress with the provider, staff and parents.
- The inspector had a tour of the areas used by the setting. The inspector also held meetings with the provider and management team. The inspector also carried out a joint observation with the provider.
- The inspector looked at evidence of the suitability, qualifications and training certificates of staff working at the playgroup. She also looked at the playgroup's self-evaluation and a selection of policy documents, including the safeguarding policy and procedures, and risk assessments.
- The inspector took account of the views of parents through discussions and their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend training and regularly update their knowledge of child protection. They are confident of the action to take to protect children and keep them safe from harm. The provider and her staff are experienced and work well as a team. Supervision meetings and regular staff meetings enable the staff to share knowledge and to prepare children for their next stage in learning. The provider uses self-evaluation effectively to understand the setting's strengths and identifies areas for development. The team shows a strong commitment to providing a good and stable environment for children. The provider monitors the educational programmes and children's progress. This ensures any gaps in their learning are identified and acted on.

Quality of teaching, learning and assessment is good

Staff provide a purposeful and fun environment for children to learn in. They have a good understanding of how children learn and use this knowledge to, overall, plan stimulating activities. Staff regularly observe and assess children's learning. They support children's mathematical and literacy development well. For example, they eagerly explore and investigate activities and different textures on offer. They count their find of spaghetti worms in the compost and fill tubs. Children have many opportunities to make marks and develop their early writing and physical skills. Children enjoy listening to and joining in with stories. Staff encourage children to count and recognise shapes. They are inspired to retell and describe their version of a story.

Personal development, behaviour and welfare are good

Children arrive at the playgroup happily, know the routine and quickly settle into their play. They develop good relationships with the staff and make good friendships. The key-person system is very effective and all staff are clear about their role in helping children form secure emotional attachments. New, younger children are supported to observe routines as they play nearby. They gradually and confidently join in with familiar activities, such as story time. Children develop healthy lifestyles and they learn about positive hygiene and healthy foods. They manage their personal needs and are supported to succeed. Children's physical development is supported well. They are eager to demonstrate how they balance and use the various resources on offer in the outdoor area.

Outcomes for children are good

All children, including those who speak English as an additional language, are making good progress. Children are confident to select resources to enhance their play. They explore and compare sizes of different blocks, arranging and positioning these to fit spaces. This helps support their mathematical development. Children learn to recognise their name in print and confidently discuss a story; this helps promote their literacy development. They gain the key skills they need to prepare them thoroughly for the move on to school or the next stage of learning.

Setting details

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|--|---|
| Unique reference number | EY481471 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 989950 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 23 |
| Name of registered person | Brough Eagles Limited |
| Registered person unique reference number | RP533973 |
| Date of previous inspection | Not applicable |
| Telephone number | 07841840688 |

Brough Playgroup was registered in 2016. It employs six members of staff. All of whom hold appropriate early years childcare qualifications at level 3, 4 and 6. The playgroup is open Monday and Thursday from 9am to midday then 12.15pm to 3.15pm, Tuesday and Wednesday from 9am to 1pm and Friday from 9am to midday, term time only. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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