

Stillington Playgroup

c/o - Stillington Primary School, Main Street, Stillington, York, YO61 1LA



Inspection date

24 November 2016

Previous inspection date

12 December 2012

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

- Children are happy and have good relationships with staff, including their key person. This promotes children's confidence and emotional well-being.
- Staff provide a good range of learning experiences in a focused, child-centred environment. This motivates children who are eager to explore and learn and contributes towards children making good progress across all areas of learning.
- Staff develop close links with local schools and other early years professionals. This helps them to provide consistent support for children's development and prepares them for their next stage in learning.
- Children's behaviour is very good. They learn to share and have consideration for others. Staff help children to understand about being patient and about the need to listen to others when they speak.
- Children enjoy choosing their own resources. They are encouraged to lead their own play, which helps to build their confidence and enhance their learning opportunities.

It is not yet outstanding because:

- Staff do not always plan precisely for what children need to learn next to promote rapid progress.
- Methods for all parents to contribute to the playgroup's evaluation of practice so that they can give their ideas for future developments are not highly effective.

What the setting needs to do to improve further

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

- strengthen planning systems to focus more closely on what children need to learn next and promote even greater progress
- include the views of all parents more effectively in the playgroup's evaluation process.

Inspection activities

- The inspector viewed all areas of the premises used by children.
- The inspector engaged in discussions with staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the playgroup's system for evaluating and the impact this has on the playgroup.
- The inspector completed observations of activities and viewed the resources and equipment available for children's use.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good awareness of their roles and responsibilities in safeguarding children and know what to do if they have any concerns about a child's welfare. The playgroup manager routinely monitors teaching skills and staff observe and feedback on each other's practice. This has a positive impact on the quality of teaching. Staff have regular supervision meetings and take part in training opportunities to help them provide high-quality care and learning. The well-qualified staff team shows a commitment and enthusiasm for their role. Staff evaluate and identify areas for development. This enables staff to improve the quality of children's learning experiences. A positive approach to partnership working ensures that parents are well engaged in their children's ongoing learning. For example, parents are regularly invited to support learning at home and share their children's achievements with the playgroup.

Quality of teaching, learning and assessment is good

Children are eager and motivated to learn and they enjoy experiencing activities across all areas of learning. For example, children show delight as they search for treasure in sand. This contributes towards promoting young children's natural curiosity and sensory play. Staff introduce children to early mathematical language and skills through counting during everyday routines, such as snack time. For example, they count their pieces of fruit. Effective teaching encourages children to be active learners. For example, staff encourage children to be involved in imaginative play as they manipulate play dough. Staff complete the progress check for children between the ages of two and three years. This is shared with parents so that any gaps in children's learning are identified early and appropriate interventions are planned.

Personal development, behaviour and welfare are good

Staff have implemented good settling-in procedures to support children with their move from home effectively. They are very caring and sensitive with children and recognise each child as an individual. The calm and well-organised routine of the day helps all children to settle when they arrive. Children enjoy a range of nutritious meals and snacks, which supports their individual dietary needs. Staff use mealtimes to teach children about healthy eating and the importance of good personal hygiene. Children have plenty of opportunities to play outside and engage in physical activities in the fresh air. Staff regularly praise children's achievements. This helps to raise their self-esteem.

Outcomes for children are good

All children, including those children who have special educational needs, develop positive attitudes towards taking part in learning experiences. Children develop their early literacy skills and they use different coloured paints to create colourful pictures. Children are happy, confident and enthusiastic learners who make good progress in their learning and development. They are gaining a good range of skills in preparation for school.

Setting details

Unique reference number	EY308489
Local authority	North Yorkshire
Inspection number	1059701
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	13
Name of registered person	Stillington Under Fives Committee
Registered person unique reference number	RP518658
Date of previous inspection	12 December 2012
Telephone number	07779 414226

Stillington Playgroup was registered in 2005. The playgroup employs five members of childcare staff. Of these, all hold appropriate early years qualifications, including two members of staff who hold qualified teacher status. The playgroup opens from Tuesday to Thursday, term time only. Sessions are from 9.10am until 3.20pm. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup cares for children who have special educational needs.

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