

Marygate Playgroup

Clifton Methodist Church, Clifton, York, North Yorkshire, YO30 6AL



Inspection date

20 January 2017

Previous inspection date

28 February 2013

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

- The setting provides an extremely warm and welcoming environment where every child is valued.
- The quality of teaching is outstanding. Children enjoy an exciting range of well-planned activities that contributes to the rapid progress they make in their learning.
- The setting is extremely well organised and offers a wide range of carefully selected resources for children. Children are keen to talk about what they are learning. They are extremely motivated and enthusiastic learners.
- The leadership and management team works superbly together and is committed to meeting the specific needs of individual families. The team is tenacious and actively seeks out the services and funding to help children make the best levels of progress.
- Children's behaviour is impressive. They are very kind and helpful towards each other. Staff demonstrate a high level of respect for each other and the children. They are excellent role models.
- Staff place a high priority on children's well-being. They work extremely closely with families during children's settling-in period. This helps ensure that there is continuity in the setting and at home and that children's care needs are extremely well met.
- The leadership and management team considers children's safety to be of paramount importance and all staff are trained in paediatric first aid.
- The leadership and management team is dedicated to continuous improvement. It invests heavily in staff's personal and professional development. This helps to promote high staff moral and excellent outcomes for children.

What the setting needs to do to improve further

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

- continue to develop ways to promote the excellent individual achievements of children who have special educational needs or disabilities.

Inspection activities

- The inspector had a tour of the setting, both indoors and outdoors.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff, children and the local authority senior development officer during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and committee chairperson. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and also took account of written feedback from parents.

Inspector

Angela Syson

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff update their safeguarding training annually and they demonstrate an excellent understanding of child protection procedures. The manager has developed strong links with the local authority early years development officer and uses feedback and training exceptionally to develop the provision. The leadership and management team is extremely passionate about providing the very best care and education for children. The team evaluates the quality of the provision, taking into account the views of children, parents and staff. Areas to enhance the provision are accurately identified. For example, ways to promote the excellent individual achievements of children who special educational needs or disabilities are being reviewed.

Quality of teaching, learning and assessment is outstanding

The well qualified and experienced staff provide parents with regular observations and suggested next steps for children's learning. A variety of formats is used to inform parents about their children's learning, such as daily bulletins on the noticeboard and online updates. Staff have an excellent understanding of how to develop children's speech and language. For example, they have made wonderful use of pupil premium funding to set up a lending library. This encourages parents to read with their children at home and develop their vocabulary. Staff exploit all opportunities to develop children's understanding of mathematical concepts. For example, children discuss patterns made when a ball is moving around a tray of paint. Staff regularly review children's progress and share this with parents. Any gaps in learning are identified and exceptionally well planned for. Staff are extremely successful in securing support from external agencies to help children who special educational needs or disabilities.

Personal development, behaviour and welfare are outstanding

Children thoroughly enjoy their time in the setting. They have excellent relationships with staff, who show high levels of interest in their achievements. This supports children's emotional well-being very well. Staff place a strong emphasis on teaching children about the importance of healthy lifestyles. For example, they offer guidance to parents about how to make a healthy packed lunch. Staff set very clear boundaries for children. This helps children learn how to keep themselves safe. Excellent partnerships have been established with local schools. Staff share information about children's development and work together exceptionally well to support children during the move on to school.

Outcomes for children are outstanding

Children demonstrate extremely high levels of engagement in activities. Boys concentrate for a long time screwing bolts into a work bench. This helps develop their physical skills. Children enjoy pretending to be builders and work together to build a wall. They develop their thinking skills and work out how to balance bricks on top of one another. Children enjoy exploring the inspiring range of activities and choosing what to play with. They are developing independence and a deep love of learning. Children have excellent social skills and are very confident. The skills they are acquiring prepare them exceptionally well for the next stage in their learning, including the move to school.

Setting details

Unique reference number	321497
Local authority	York
Inspection number	1064110
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	25
Number of children on roll	34
Name of registered person	Marygate Playgroup Committee
Registered person unique reference number	RP518368
Date of previous inspection	28 February 2013
Telephone number	01904 611492

Marygate Playgroup was established 48 years ago and was registered in 1992. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications, including one with early years teacher status. The setting opens on Monday, Tuesday, Thursday and Friday, during term time only. Sessions are from 9am to midday and from midday to 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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