

# Little St. Marys Pre-School Playgroup



School House, School Lane, Askham Richard, York, North Yorkshire, YO23 3PD

<b>Inspection date</b>	3 February 2017
Previous inspection date	15 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The quality of teaching is good. Staff plan appealing and challenging activities that support children to build on what they already know and can do. This helps to promote the good progress children make in all areas of learning.
- Staff and parents share information about children's achievements. They work together to support children's continued progress.
- The manager welcomes advice and suggestions from parents, staff and other professionals to support her evaluation of all aspects of practice in the playgroup. She then implements clear plans for developments that help to improve outcomes for children.
- Staff are very caring and attentive. They offer children plenty of praise and encouragement. This helps to promote children's emotional well-being and they demonstrate high levels of confidence and self-esteem.
- Parents are very pleased with the standards of care and learning. They are complimentary about the playgroup's personal, family feel and commend staff for how well they know the needs and interests of the children.

### It is not yet outstanding because:

- Occasionally, staff do not promote children's developing independence to the highest levels. They are sometimes too quick to help children with tasks and responsibilities.
- When carrying out group activities, staff do not always ensure that children are ready and able to take part fully, before they start.

## What the setting needs to do to improve further

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

- give children even more opportunities and plenty of time to complete tasks by themselves and support them to develop the best possible independence skills
- review the organisation of group activities to ensure that, before starting, all children are fully engaged and ready to learn.

### Inspection activities

- The inspector has a tour of the premises.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager and provider. She looked at relevant documentation and evidence of the suitability checks carried out on staff working in the playgroup.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are qualified, which contributes to their good knowledge of child development. This contributes to their ability to plan effective programmes of learning that support children's continued progress across all areas of development. Effective arrangements for the supervision of staff support them to extend their knowledge and skills. This helps to build on the good quality of teaching. Arrangements for safeguarding are effective. Staff are vigilant and have secure knowledge of what action to take if they have a concern about a child's welfare. There are good arrangements in place to share information with other professionals, other settings that children attend and the schools they move on to. This helps to provide a consistent approach to children's care, learning and development.

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

Staff know children well and provide a good range of appealing activities that builds on their interests. Assessment is used well to check children's progress against typical levels of development expected for their age and to identify children who need extra support. Staff follow children's lead and adapt activities to maintain their engagement in their learning. This helps children learn to concentrate and they persevere at activities. Staff consider children's individual learning preferences. They identify children who prefer to learn outdoors and provide an exciting range of activities linked to the natural world that supports their progress across all areas of learning. Staff support children's communication and language development effectively. They use skilful questions and prompts that encourage children to use descriptive language and to think and discuss their ideas.

### Personal development, behaviour and welfare are good

The environment is welcoming and children are eager and happy as they arrive. They confidently move around the rooms, selecting their own activities. Staff support children to behave well and to consider each other's needs and feelings. This helps children to develop a sense of respect and understanding for one another. They resolve their own conflicts and show empathy for their friends. Staff teach children about the importance of healthy lifestyles. For example, they benefit from nutritious snacks and frequently take part in outdoor activities that provide plenty of fresh air and exercise. This helps to promote their physical health and well-being. Staff help to prepare children for their eventual move to school. For example, children get very excited as they get ready to go to school for their weekly visit to have lunch in the nearby primary school.

### Outcomes for children are good

All children achieve well and make good progress. All children are working within the range of development typical for their age and those who need additional support to develop key skills catch up quickly in their learning. Early years pupil premium funding is spent carefully to ensure it supports the specific needs of the children who receive it. Children develop key skills in mathematics and literacy that prepare them well for future learning in school. For example, they learn about shape, size and number as they play with dough and count out pieces of fruit during snack. They engage well in outdoor story sessions, where they join in with familiar phrases and predict what will happen next.

## Setting details

<b>Unique reference number</b>	EY319844
<b>Local authority</b>	York
<b>Inspection number</b>	1064826
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Little St. Mary's Preschool Playgroup Committee
<b>Registered person unique reference number</b>	RP905247
<b>Date of previous inspection</b>	15 November 2013
<b>Telephone number</b>	01904 777 072

Little St. Marys Pre-school Playgroup was registered in 2006. The playgroup employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The playgorup provides funded early education for two-, three- and four-year-old children.

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