

# Grove Hill Playgroup

Grove Hill Youth & Community Hub, Bishopton Road, MIDDLESBROUGH, Cleveland,  
TS4 2RP



## Inspection date

Previous inspection date

7 June 2017

10 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- At the time of inspection some written procedures had not been updated to reflect current practice.
- The provider has not ensured that all staff receive appropriate opportunities for professional development to help them develop their knowledge and skills and continuously improve practice.
- Staff do not consistently promote children's independence to the highest levels.
- Children are not always able to follow their interests and express their own creativity, particularly during planned activities.

### It has the following strengths

- Staff are well qualified and provide a good range of activities that supports children's learning across all areas of development. This contributes to children's good progress.
- The manager checks the progress children make and shares information with other settings that children attend, supporting children's ongoing progress.
- Staff create a cheery environment and give children a warm welcome. Children bound through the door when they arrive and are clearly very happy in the playgroup.
- Children benefit from plenty of praise and attention and form strong bonds with staff. This helps to support children to develop confidence and self-esteem.
- Parents are happy with the care provided. There is an effective two-way flow of information with staff that helps to provide a consistent approach to children's learning.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that all required written policies and procedures are reviewed and updated and reflect current practice	30/06/2017
■ ensure that staff are supported to undertake training and professional development opportunities that are appropriate for their roles.	30/06/2017

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

- teach children more consistently to meet their own self-care needs and promote their independence to the highest levels
- provide plenty of opportunities for children to follow their interests and express their own creativity.

## Inspection activities

- The inspector had a tour of the premises.
- The inspector observed interactions between staff and children. She assessed the quality of teaching and its impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager at appropriate times during the inspection. She sampled documents, such as suitability checks carried out on staff, plans for improvement and the required policies and procedures.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

**Inspector**  
Clare Wilkins

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Written policies have not been updated to reflect changes in practice. This means that, although staff have a secure knowledge of how the playgroup operates and procedures to be followed, some information that is shared with parents is not up to date. The manager provides appropriate supervision to help staff to build on their teaching skills. They observe each other's practice and learn from one another. However, the provider has not ensured that all staff, including the manager, are supported to continue with their professional development. Safeguarding is effective. Staff understand their responsibility to protect children and know what to do if they are concerned about a child's welfare. Staff seek the views of parents and other professionals to help evaluate practice and identify areas for development.

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

Staff observe children and assess their learning, then plan activities that help children to build on what they already know and can do. Children learn about the natural world, for example, they grow fruit and vegetables. Staff use a range of effective methods, such as simple sign language, to support children's communication skills. This helps children, particularly those who speak English as an additional language, to close any gaps in their learning quickly. Staff support children's understanding of themselves and differences in people. For example, children observe themselves in a mirror when they paint a picture of themselves. However, staff occasionally restrict children from being freely creative. At times, staff value the end product more than the learning process involved.

### **Personal development, behaviour and welfare are good**

Children share healthy snacks with their friends. This helps to teach them about healthy lifestyles and promotes their social skills and good manners. Staff support children to learn right from wrong and they behave well. Children get plenty of fresh air and exercise, for example, they climb and balance outdoors. This helps to promote their physical well-being. Staff support children's confidence when moving on to school. Children talk about new teachers and try on uniforms. However, staff are sometimes too quick to help children with their personal care needs, which does not fully promote independence.

### **Outcomes for children are good**

All children make good progress in their learning and achieve well. They develop good listening and attention skills and are inquisitive and keen to join activities. This demonstrates a positive attitude that helps to prepare them for later learning. Children develop skills in literacy and mathematics. For example, they learn to write letters of their name and use number names across a range of activities in playgroup.

## Setting details

<b>Unique reference number</b>	508458
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	1091153
<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 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Grove Hill Youth and Community Management Committee
<b>Registered person unique reference number</b>	RP905208
<b>Date of previous inspection</b>	10 February 2015
<b>Telephone number</b>	01642 835 173

Grove Hill Playgroup registered in 1992. The playgroup is located within Grove Hill Youth & Community Hub in Middlesbrough. The playgroup employs five members of childcare staff, who all hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 9.15am until 11.45am and 12.30pm until 2.45pm, with the exception of Friday, when it only operates in the morning. The playgroup receives funding to provide free early education for two-year-old children.

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