

Sedbergh Playgroup

Sedbergh Playgroup, Settlebeck, Sedbergh, Cumbria, LA10 5AL



Inspection date

12 July 2017

Previous inspection date

3 March 2014

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

- Partnership working is very well established and given high priority. Managers and staff contribute to a collaborative approach to meeting the needs of children and their families. They readily share information and develop strong, effective links with all involved in children's care and learning. This helps to have a strong impact on raising outcomes for children and closing achievement gaps.
- The learning environment is bright, stimulating and rich in diversity. Children's artwork fill the walls, helping make the playgroup personal to the children. This also supports their feelings of self-worth and confidence.
- Children benefit from the small group size. Staff know children well, including their interests, current skills and abilities. They regularly observe and assess children's development and provide activities and experiences to engage and motivate them. Children make good progress in their learning.
- Children who have special educational needs receive very good support. Staff swiftly act upon advice and guidance to help meet children's needs well. Effective information sharing further contributes to children's care and development.

It is not yet outstanding because:

- Performance management completed by the manager does not provide precise evaluations of staff teaching, to raise the quality of teaching to an outstanding level.
- Questioning from staff does not sufficiently challenge children's critical thinking and support them to think about what else is possible or why things happen.

What the setting needs to do to improve further

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

- evaluate staff teaching with more precision, raising the quality of teaching to an outstanding level
- strengthen good teaching further to help challenge children's thinking skills.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the playgroup manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the manager of the playgroup.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation. The inspector discussed the playgroups planning, policies and procedures, and self-evaluation.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a firm awareness of child protection and understand their responsibility to protect children from harm. The manager follows robust recruitment procedures and regularly checks staffs' ongoing suitability. A clear complaints procedure and policy is in place and is freely available to parents. Due to the small cohort of children attending, the manager is able to swiftly identify emerging gaps in learning and implement support where necessary. The manager and deputy, who make up the staff team, work very closely together. They regularly reflect on the strengths of the provision and areas to improve. They seek the views of parents, children and other professionals regularly and use these to inform further developments. All staff are qualified and access ongoing training, which helps ensure staff have up-to-date knowledge and skills. The manager supports staff well overall, for example, through ongoing individual meeting and mentoring.

Quality of teaching, learning and assessment is good

Staff use their skills well, overall, to support children in their learning. They join in with children's play and ask questions about their ideas. However, staff ask fewer questions that encourage children to think about what else is possible or why things happen and deepen children's thinking skills. Older children demonstrate very good imaginative skills. They use the available resources to support role play and involve staff to build a storyline. For example, children put bandages around staff's arms and say, 'I'm going to wrap you up and make you better.' Younger children explore making marks, for example, as they paint with water on the fence. Staff draw children's attention to the marks they make, preparing them well for future literacy development.

Personal development, behaviour and welfare are good

Children are happy, settled and enjoy positive attachments with their key person. These relationships provide a strong foundation for children's confidence to explore and learn, and greatly support children's emotional and physical well-being. Children are excellent risk assessors and are widely encouraged by staff to manage their safety. For example, from a young age, children confidently learn to navigate over the wooden beams of the playhouse and dismount from a safe height. Staff record any accidental injuries and share this information with parents. Children have daily access to outdoor play where they use a range of physical skills. They enjoy role play, playing doctors and learn about those who manage our health. Children behave very well and follow instructions from staff.

Outcomes for children are good

Children show a good attitude towards their learning and are keen to participate in activities. They are confident to explore their own ideas and invite others to join in, demonstrating good social skills. Children develop an interest in books and confidently write for purpose across many areas of learning. They show excellent pencil control and many children capably form the letters of their name. Children develop the skills they need for their future learning and in readiness for school.

Setting details

Unique reference number	317591
Local authority	Cumbria
Inspection number	1087796
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	19
Number of children on roll	21
Name of registered person	Sedbergh Playgroup Committee
Registered person unique reference number	RP904728
Date of previous inspection	3 March 2014
Telephone number	07785 743837

Sedbergh Playgroup registered in 1967. The playgroup is open Monday to Friday from 8.50am to 11.50am. There is an afternoon session on Tuesdays, Wednesdays and Thursdays from 11.50am to 3.20pm. There are two members of childcare staff, who both hold relevant qualifications. The playgroup receives funding to provide free early education for two-, three- and four-year-old children.

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