

Fountains Playgroup and Pre-School



Fountains Playgroup & Pre School, Grantley, Ripon, North Yorkshire, HG4 3PJ

Inspection date	27 September 2017
Previous inspection date	12 June 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

- Teaching is consistently good and, at times, outstanding. Staff with higher level qualifications and more experience demonstrate expert knowledge of how children learn. They provide activities and experiences that motivate and excite children.
- Staff are sensitive and caring towards children. Children settle very quickly into the group. They form trusting relationships with staff that help them to develop a sense of belonging. This supports their emotional well-being effectively.
- The management committee and staff work closely with parents to review all areas of practice. They develop action plans that highlight ways they can continuously build on the quality of care and learning they provide.
- Children are confident learners who concentrate and persevere during activities. This demonstrates a positive attitude to learning that helps to prepare them for school.
- Parents are very happy with the experiences offered to children. They commend the staff for their friendliness and excellent communication, and feel very involved in their children's learning and development. They contribute to assessments of children's learning and welcome ideas to support their child at home.

It is not yet outstanding because:

- Staff do not always have enough opportunities to learn from other, more experienced and skilled staff.
- Sometimes, group activities are not planned well enough to help all children to engage as fully as possible in their learning.

What the setting needs to do to improve further

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

- create more opportunities for the most experienced staff to share their excellent knowledge and expert teaching skills with those who have less experience to help ensure a consistently high quality of teaching
- improve the organisation of group activities to help all children to engage more effectively in their learning.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector completed a joint observation with the manager.
- The inspector held a discussion with the manager and the chair of the management committee. She looked at relevant documents, such as the suitability checks carried out on staff, policies and procedures.
- The inspector spoke to children and staff 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 is good

Staff benefit from good support from the manager. They continue with their professional development and use new knowledge to enhance outcomes for children well, overall. For example, after a training course, new activities were introduced to strengthen children's learning in mathematics. Safeguarding is effective. All staff know what to do if they have a concern about a child's welfare. Partnerships with other professionals are well established. This particularly helps to consistently meet the needs of children who have special educational needs and/or disabilities and to support children when they move on to school. The manager works closely with staff to monitor the progress that children make. Together, they plan a good range of activities that supports children's continued learning across all areas.

Quality of teaching, learning and assessment is good

Children benefit from a good balance of adult-led activities as well as opportunities to express their own ideas and lead their own play. Staff encourage them to explore the environment and independently resolve difficulties they encounter as they play. For example, children arrange crates and cardboard in a variety of ways to make a road to push their cars down. This helps children to develop strong problem-solving skills. Staff support children's physical development very well. They encourage children to move in different ways across an obstacle course they have made. This helps children to develop strength, balance and coordination. Staff ask skilful questions that encourage children to think and describe their ideas. This supports their language development very well.

Personal development, behaviour and welfare are good

Staff manage children's behaviour effectively. They gently remind children of the rules and praise them for their good behaviour. This also helps children to develop self-esteem and confidence. Children manage their self-care needs independently. Staff encourage them to manage their own coat and shoes, and prepare their own snack. Staff teach children to keep themselves safe and manage risks. For example, they work together to find a safe way to carry a plank of wood on the top of a toy car and discuss the dangers it presents. Children benefit from plenty of fresh air and exercise, and discuss the benefits of healthy foods. This helps to promote their physical health and well-being.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in their learning. They benefit from teaching that is tailored to their individual needs and challenges them to build on what they already know and can do. Children develop skills in mathematics and literacy that help to prepare them for later learning. They have plenty of opportunities to learn about numbers and counting during daily routines and activities. Younger children enjoy a wide range of opportunities to experiment with making marks and patterns. For example, they observe the shapes on the ground as they pour water from watering cans. Older children learn to write letters.

Setting details

Unique reference number	400414
Local authority	North Yorkshire
Inspection number	1087824
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	18
Name of registered person	Fountains Playgroup
Registered person unique reference number	RP518685
Date of previous inspection	12 June 2014
Telephone number	01765 620 019

Fountains Playgroup and Pre-School registered in 1995. It operates within a purpose built building in the grounds of Fountains Primary School, in the village of Grantley near Ripon. The pre-school operates term time only and is open from 8.45am to 3.30pm, Monday to Friday. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one at level 6. The pre-school receives funding to provide free early education sessions for two-, three- and four-year-old children.

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