

# Leeman Road Playgroup

St. Barnabas C of E Primary School, Jubilee Terrace, York, North Yorkshire  
YO26 4YZ



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 8 November 2018 |
| Previous inspection date | 21 May 2015     |

| <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 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

### The provision is good

- A strong sense of mutual support and teamwork runs through this long-established playgroup. The manager encourages staff to discuss and share practice ideas as they work together to support children.
- Staff skilfully support children's mathematical skills. They help them to find one more or one less from groups of objects and introduce them to the vocabulary involved in adding and subtracting. Children make good progress in their learning.
- High levels of care are provided. The experienced staff team places children's emotional and physical well-being at the heart of routines and practices.
- Partnerships with the host school are excellent. Highly effective activities, such as joint training and planning meetings, help to establish a shared approach to supporting children's learning.
- The manager and staff welcome other professionals into the playgroup who are also involved in children's care and learning. Effective information sharing and joint strategies helps to support children's individual needs.

### It is not yet outstanding because:

- Some activities provided for younger children are not precisely focused on their stage of development and level of understanding.
- The manager does not use her self-evaluation process sufficiently to strengthen the quality of teaching even further and raise children's achievements to a higher level.

## What the setting needs to do to improve further

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

- support staff to provide activities that are finely tuned to younger children's age and stage of development
- strengthen self-evaluation to focus more specifically on improving the quality of teaching to help children to make the best possible progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 staff team. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

**Inspector**  
Nicola Jones

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff provide a secure environment for children and give high priority to their safety. Consistent messages throughout the day, help children to remain safe as they play. For example, staff remind children of the importance of walking indoors. Staff have good knowledge of child protection. They keep their skills updated by accessing regular training and know who to contact should they be concerned about the welfare of a child. The manager works alongside staff in the playgroup room. Overall, she maintains a good overview of the activities provided to ensure they reflect children's interests and identify some ways the provision can be improved. New systems to assess and monitor children's progress are developing well. This is helping to identify where children may need additional help, to narrow any possible gaps in their learning.

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

Staff are well-qualified practitioners who are knowledgeable in supporting early years children. They use their skills well, overall, to provide activities that help children to learn and develop. For example, staff show children how to make a leaf print using a roller. They model how their fingers are positioned to move the roller back and forth across the leaf. Children watch with interest and are keen to try this out for themselves. Staff support children's developing communication skills well. They play alongside them in the playgroup room, introducing new vocabulary and asking appropriate questions. Children respond very well to staff and use complex sentences as they play. Staff use a variety of ways to keep parents informed of the progress their children are making. Parents say they are delighted to have found a playgroup where their children's individual needs are identified quickly and how well children are supported throughout the day.

### Personal development, behaviour and welfare are good

Children are happy and clearly enjoy the time they spend in playgroup. They make strong relationships with the staff and their peers. Children demonstrate high levels of confidence as they play. They seek the resources they need from the well-resourced, stimulating environment and show good levels of motivation during larger group activities. Children's behaviour is good. They respond well to daily routines and share resources fairly with each other. Staff promote children's physical health well. For instance, continuous access to the outdoor area enables children to play and learn in the fresh air. Daily snacks include healthy foods, such as fruit and water to drink.

### Outcomes for children are good

Children make good progress in their learning. The skills and knowledge they develop provide a good foundation for when they start school. Children are confident communicators. They express themselves very well, especially when they engage in imaginary role play. Children's mathematics skills are strong. They respond well to questions, such as, 'How many plates will we need for each child at the table?' and present the correct number required.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY318188                           |
| <b>Local authority</b>                           | York                               |
| <b>Inspection number</b>                         | 10071445                           |
| <b>Type of provision</b>                         | Sessional day care                 |
| <b>Registers</b>                                 | Early Years Register               |
| <b>Day care type</b>                             | Childcare on non-domestic premises |
| <b>Age range of children</b>                     | 2 - 4                              |
| <b>Total number of places</b>                    | 24                                 |
| <b>Number of children on roll</b>                | 33                                 |
| <b>Name of registered person</b>                 | Leeman Road Playgroup Committee    |
| <b>Registered person unique reference number</b> | RP909860                           |
| <b>Date of previous inspection</b>               | 21 May 2015                        |
| <b>Telephone number</b>                          | 01904 650903                       |

Leeman Road Playgroup registered in 2006. The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The playgroup is open Monday to Friday, 8.30am until 11.30am, term time only. It also operates on a Monday, Wednesday and Thursday afternoon from 12.30pm until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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