

Ryandale Playgroup

Barley Fields Primary School, Lamb Lane, Ingleby Barwick, Stockton-on-Tees, Cleveland TS17 0QP



Inspection date	28 February 2019
Previous inspection date	14 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The quality of teaching is good and particularly strong during adult-led activities. Staff adapt their approach for different groups of children to help to ensure they provide an appropriate level of challenge. This helps all children to make good progress.
- Staff accurately assess children's development and the progress they make. They are quick to identify areas where children may need more support to make good progress. They observe them at play then plan activities to help children to build on their skills and catch up in their learning.
- Parents are very happy with the care provided. They commend the staff for being approachable and talk about the close relationships their children form with key members of staff. Children who find it difficult to settle when they first begin to attend, quickly develop confidence and a sense of security and belonging.
- Partnerships with other settings that children attend are well established. Staff share information about children's learning and achievements, which helps to provide a consistent approach to their ongoing development.
- The manager monitors the progress made by all children. She shares her findings with staff to help inform plans for future learning. For example, extra activities to support mathematical development have helped children to make faster progress in this area of learning.
- Children do not consistently have enough time to consolidate or extend their independent learning because their play is interrupted by routine parts of the day.
- Partnerships with parents do not focus closely enough on supporting children's learning and development in order to help them to make the best possible progress 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:

- give children more time and opportunities to lead, develop and extend their own play and learning
- strengthen the two-way flow of information with parents to focus more closely on children's learning and development and support their progress more effectively both in the setting and at home.

Inspection activities

- The inspector completed a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact of this on children's learning and development.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at a range of documents, such as evidence of the suitability checks carried out for staff and their qualifications.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of leadership and management is good

The manager aspires to provide the highest quality of childcare and education. Self-evaluation is robust and helps to drive improvements to practice. Parents' suggestions are actively sought and acted upon. For example, staff have recently improved resources and activities outdoors following feedback from parent questionnaires. This contributes to the excellent capacity for continuous improvement in this playgroup. The manager provides effective monitoring and mentoring to staff. She gives them regular feedback and encourages them to extend their knowledge and skills through targeted professional development opportunities. Safeguarding is effective. Staff know what to do if they are concerned about a child's welfare.

Quality of teaching, learning and assessment is good

Staff provide appealing activities and experiences, planned around children's interests, that help to engage them in their learning. They support children's developing language well. For example, they talk to them as they play, modelling new words and the correct grammar for sentences they attempt. Staff are aware of ways to promote children's developing literacy skills. For example, they provide opportunities for children to develop coordination and dexterity to strengthen their hand muscles ready for learning to write, such as using pegs and cotton wool to paint. Creative opportunities are plentiful in the playgroup. Children explore a wide range of textures, sounds and smells. They demonstrate good imaginative skills while they pretend to prepare meals in the play kitchen.

Personal development, behaviour and welfare are good

Children benefit from plenty of attention and praise from staff. Their calm approach and clear expectations support children's behaviour well. Children show respect, have good manners and share during activities. Staff encourage children to make healthy choices and ensure that they take part in plenty of physical play that helps to promote their good physical health. For example, staff involve them in dance and exercise activities. Staff support children to manage their own self-care needs. Children develop good levels of independence that help to prepare them for school. They learn about the traditions and celebrations of people in their community and the wider world. This helps children to understand and celebrate the differences between themselves and others.

Outcomes for children are good

Children are working within the typical range of development for their age. They are keen to participate and enjoy their learning. They benefit from skilfully planned activities that help to develop their listening and attention skills. This contributes to their readiness to learn when they move on to school. Children learn key skills in mathematics and literacy that give them a secure foundation for later learning. For example, pre-school children take part in group activities that help them to learn to recognise letters and numbers and they begin to use these in every day play. Two-year-old children develop an awareness of numbers, counting and measure, for example, while staff support them to build towers and compare their sizes. They join in with songs and familiar phrases from books at story time.

Setting details

Unique reference number	EY419426
Local authority	Stockton-on-Tees
Inspection number	10066105
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	48
Number of children on roll	62
Name of registered person	Dalton, Anne
Registered person unique reference number	RP514098
Date of previous inspection	14 July 2015
Telephone number	01642 308364

Ryandale Playgroup registered in 2010. The playgroup employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including one with qualified teacher status and one with a qualification at level 6. The playgroup opens Monday to Friday during term time only. Sessions are from 8am until 5.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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