

Egton Playgroup

Egton Buildings, Egton Bridge, Whitby YO21 1UX



Inspection date	2 April 2019
Previous inspection date	27 March 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

- Teaching is good. Staff are skilled at enhancing children's self-chosen play and encourage them to develop new skills. Children make good progress in relation to their starting points in learning, including those children with special educational needs and/or disabilities.
- Staff have a thorough knowledge of children's likes, dislikes and preferences for learning. They provide a range of accessible and exciting activities that capture children's interest when they arrive. Children are fully engaged in experiences and show enjoyment in their learning.
- Children have developed secure bonds with their key person and the staff team. Settling-in procedures are highly effective and enable staff to consider children's individual needs. This helps to promote inclusion and has a positive impact on children's emotional well-being.
- The manager and staff team create a warm, welcoming environment for children and their families. Parents leave positive feedback about staff and are very happy with the care that their children receive. They are particularly impressed with the 'beautiful countryside setting' and the wide range of activities on offer.
- The manager and staff team have established positive partnerships with other professionals who are working with children, such as speech and language therapists. They work together effectively to close gaps in children's learning swiftly.
- Staff have close links with other settings that children will attend, such as schools. They share detailed observations and precise assessments of children's development with teachers to promote continuity of learning.
- Staff do not encourage older children to fully extend their literacy skills during planned activities. This does not help them to make rapid progress in this area of their learning.
- The manager does not gather feedback from parents and children to help evaluate the playgroup and drive forward continual improvements.

What the setting needs to do to improve further

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

- enhance opportunities for older children to fully develop their early writing skills during planned activities to help them make rapid progress in their literacy development
- extend ways for parents and children to provide feedback on the overall effectiveness of the playgroup and share their ideas for continual improvements.

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 to children and staff throughout the inspection.
- The inspector completed a joint observation with the playgroup director.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the playgroup's policies, children's learning books and evidence of the suitability of staff working in the playgroup.
- The inspector obtained written feedback from parents, spoke to a small number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of leadership and management is good

The manager and staff team have high expectations of themselves and for children who attend. They are dedicated to providing good-quality care and learning for children. Since the last inspection, staff have developed parents' involvement in their children's ongoing learning and they share experiences from home. This has helped staff to incorporate children's interests into activities at the playgroup. The manager supports staff and students to develop their skills to work with children. For example, staff have all completed a level 3 qualification in childcare and reflect on their practice together in the team. Safeguarding is effective. The lead staff member for safeguarding children is experienced and understands how to keep children safe from harm. She supports staff to understand the procedures to follow if they have concerns about children's welfare and regularly discusses wider safeguarding issues with them. The manager and staff team monitor the progress children make and swiftly identify any gaps in their learning.

Quality of teaching, learning and assessment is good

Staff are highly responsive to children and know how to help them extend their learning through their play. For example, children choose to sit in the quiet area and thoroughly enjoy listening to recorded sounds and identifying picture cards. Staff encourage children to develop their language skills and ask open questions about what they can hear and other things that sound the same. Other children show good levels of concentration and emerging problem-solving skills as they build a complicated wooden track. Staff encourage them to think about which pieces they might need to make shapes link together, and model mathematical language to them as they experiment.

Personal development, behaviour and welfare are good

Staff know children exceptionally well and meet their individual needs sensitively. They gather and share information about children with their parents to help promote continuity of care. Staff are very good role models for children and regularly use praise to help develop children's self-esteem. Children's behaviour is very positive and they are well mannered and polite. For example, they work together outdoors to carry small crates and position them in a line. Children discuss their ideas with each other and are respectful and considerate. Staff promote children's good health and independence. They encourage children to choose fresh fruit at snack time and develop their physical skills in the outdoor area at least once each day.

Outcomes for children are good

Children make good progress and are working in the developmental stages typically expected for their age. Gaps in children's learning, particularly in their communication and language development, have minimised and are closing rapidly. Older children show readiness to start school and are motivated to learn. Younger children develop confidence in new social situations and are willing to try new activities with support, such as group singing and dancing outdoors.

Setting details

Unique reference number	400306
Local authority	North Yorkshire
Inspection number	10071066
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	27
Name of registered person	Egton Play Group
Registered person unique reference number	RP525357
Date of previous inspection	27 March 2015
Telephone number	01947 895123

Egton Playgroup registered in 1992. It employs seven members of childcare staff, including the manager. Of these, all hold appropriate early years qualifications at level 3 and the manager holds qualified teacher status. The playgroup opens during term time from 9am to 3pm, Monday to Friday. Sessions are also provided during the Easter and summer holidays, if there is demand. The playgroup provides funded early education for two-, three- and four-year-old children.

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