

# Hambleton Playgroup

Gateforth Lane, Hambleton, Selby, North Yorkshire YO8 9HP



<b>Inspection date</b>	9 May 2019
Previous inspection date	26 February 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- Leaders do not provide Ofsted with the necessary information to enable it to complete full suitability checks for all committee members.
- Staff do not consistently make the most of opportunities to involve parents and carers in their children's learning so that they can work together to help children to make even better progress.
- At times, staff do not organise planned group times or routines of the day effectively to ensure that all children can remain engaged. For example, there are disruptions during activities, which break some children's concentration, and staff occasionally stop children's learning and development because they are too keen to follow routines.

### It has the following strengths

- Staff regularly track children's progress, to help them identify any gaps in children's learning. This contributes towards ensuring that individual children are making good progress towards the early learning goals.
- Strong links with the adjoining school and other settings that children attend have been established. Staff share information and have regular meetings which helps them work in partnership. This contributes effectively towards children progressing at a good rate and prepares them well for their next stage in learning.
- Young children's communication and language development is supported effectively. Staff engage in constant discussion, introduce new vocabulary and model language during their activities. As children role play, staff ask them questions to encourage their participation in conversations.
- There is a highly stimulating and well-resourced area indoors and outdoors. This helps to motivate children to become busy learners as they explore new experiences. Children behave well and are happy, settled and confident in the play-rich environment.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with the necessary information in a timely way, to enable all suitability checks for committee members to be fully completed.	06/06/2019

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

- strengthen the two-way flow of information with parents, encouraging them to share more-detailed information about children's capabilities on entry and provide greater opportunity for them to be involved in supporting their children's ongoing learning and development
- improve the organisation of activities and routines of the day, so children's concentration and engagement are not disrupted.

### Inspection activities

- The inspector spoke with staff and children during the inspection. She held a meeting with the playgroup manager and looked at relevant documentation, including the evidence of the suitability of staff working in the playgroup.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection. She took account of verbal views of parents.
- The inspector discussed the playgroup's methods for self-evaluation and the impact this has on the playgroup.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies. The inspector carried out a joint observation of an activity with the playgroup manager.

#### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. Staff can identify the signs and symptoms of abuse and know how to report any concerns. They work well together and understand their responsibility to protect children from harm. However, leaders do not complete suitability checks for new members of the committee promptly. Although this is a breach of requirements, the impact on children is minimal because staff supervise children closely and all staff working directly with children complete suitability checks. There is a good programme of ongoing supervision and training provided to staff. This helps to result in well-qualified and supported staff who promote children's learning well. For example, staff have recently completed training in managing children's behaviour, to help them to provide even better support to children. The manager effectively reviews practice and ways in which the playgroup can improve children's outcomes. She works within the room and supports staff well to reflect on their practice and develop the provision for children. Parents and carers spoken to on the day were complimentary about the care and learning their children receive.

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

Overall, the activities and resources encourage children to learn. For example, children become engrossed when playing with play dough. They manipulate the dough and use their imagination as they make models. Staff often talk to children about shapes and colours and they encourage children to count. For example, as children play with small-world items they count, helping to support children's early mathematical skills. Children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do.

### Personal development, behaviour and welfare require improvement

Due to the weaknesses in leadership and management, the promotion of children's welfare requires improvement. Nevertheless, a well-embedded key-person system helps children to form secure emotional attachments. Children have regular access to fresh air and physical activities outdoors. For example, they explore the mud kitchen and dig in the mud pit. Children are provided with healthy snacks and staff discuss healthy food choices. This helps children to be aware of the importance of healthy eating.

### Outcomes for children are good

Children are progressing well overall and are developing skills to support them in their next stage of learning. For instance, children develop their literacy and numeracy skills as they write down numbers and discuss the cost of different items. Older children learn how to recognise and write their names, which helps to support their literacy skills effectively. Children are independent, motivated learners who take turns and listen well.

## Setting details

<b>Unique reference number</b>	EY221176
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10073059
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Hambleton Playgroup Committee
<b>Registered person unique reference number</b>	RP905965
<b>Date of previous inspection</b>	26 February 2016
<b>Telephone number</b>	01757 229 299

Hambleton Playgroup registered in 2003 and is located in Selby, North Yorkshire. The playgroup employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The playgroup opens from Monday to Friday, term time only. Sessions are from 8.45am until 3pm. It provides funded early education for two-, three- and four-year-old children.

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