

# Drifffield Methodist Playgroup

Methodist Church Hall, Westgate, Drifffield, East Riding of Yorkshire YO25  
6TJ



<b>Inspection date</b>	4 June 2019
Previous inspection date	22 June 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

### This provision is good

- Leaders have worked hard, attended training and enlisted the support of other agencies and services since the last inspection. This means that minor weaknesses identified and previous concerns about safeguarding arrangements have been addressed effectively.
- Staff arrive early each day to set out a range of exciting and stimulating activities in the church hall. The outdoor area is particularly well planned and well resourced. This means that children are mostly engaged and motivated throughout their time at the playgroup.
- The quality of staff's interaction with children is consistently good. They work well as a team and use agreed teaching strategies very effectively to aid children's continued good development.
- The tracking and monitoring of children's individual development is used successfully to identify any possible concerns so that extra support can be quickly put in place where necessary.
- Parents speak very highly about the experience and the dedication of the staff. Some say that 'nobody could work harder to support their children'.
- There are occasions when staff do not support children's emotional and learning needs as well as they could, for example, to minimise unsettling waiting periods for the youngest children, or support those who are a little uneasy when it is time for everybody to come indoors together.

## What the setting needs to do to improve further

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

- minimise unnecessary waiting periods for the youngest children and provide even smoother transitions for children during the day.

### Inspection activities

- The inspector observed children taking part in a range of activities both indoors and outside.
- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare. The inspector also completed a joint observation with the deputy manager.
- The inspector spoke with several parents during the inspection and took account of their views.
- The inspector spoke to the nursery manager at various times throughout the inspection.
- The inspector looked at children's records, evidence of the suitability of staff working in the provision and a range of other documentation required for the safe and effective management of the provision.

### Inspector

Pat Edmond

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff talk with great enthusiasm about how recent training has influenced their understanding of the possible challenges that some families often experience. This has helped to put clear plans in place to enhance some of their practice in supporting children. Safeguarding training has been cascaded effectively to other staff so that all are similarly aware and sensitive to children's needs. All staff are trained in paediatric first aid. Managers have a clear focus for ongoing development of the provision. There have been successful improvements in the monitoring of children's learning and in the support and supervision for staff. This has increased the focus on the quality of teaching and provided valuable time to discuss sensitive issues.

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

There is close liaison between all parties who work with children, including support services and other agencies. This means that the targeted approach to children's individual learning is consistent and effective. Children develop their confidence in taking part in larger and smaller group activities. They join in enthusiastically with well-known songs and often step forward bravely, to make up their own song in front of the group. Children quickly learn to recognise letters and numbers and understand what they are for. Even the youngest children copy the actions and repeat the sounds for the letters of alphabet. They also know which is the initial letter of their name. The younger children practise tricky language by repeating phrases such as 'yellow elephant' or 'yellow hammer' as the items are revealed from a bag. The older children easily match the numbers to amounts and are developing their understanding of addition.

### Personal development, behaviour and welfare are good

Children arrive happily at playgroup, settle quickly for group registration and behave exceptionally well. They listen to the adults attentively and follow instructions carefully. This successfully promotes their learning, their behaviour and their safety. Children learn to manage their own health and safety and confidently speak to visitors. For example, they explain to the inspector that sun hats will be needed outside, that they must wash their hands every day before lunch and that some children are allergic to certain fruit. Children develop a keen interest in being both active and reflective outside in the fresh air. This is due to the exceptionally well-planned outdoor area that provides a broad range of activities. Some children develop their physical skills on the climbing frame, while others prefer to concentrate quietly in the water play or story areas. Partnership with parents is good. They are invited at every opportunity to be involved in the playgroup and in their children's individual learning.

### Outcomes for children are good

Children make good progress, given their starting points and their capabilities. Staff have developed close links with schools that children move on to and every effort is made to ensure that children's confidence levels are high at all times. This means that they get to know their new setting in good time and are well prepared for their move to school.

## Setting details

<b>Unique reference number</b>	314615
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10070266
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Driffield Methodist Playgroup Committee
<b>Registered person unique reference number</b>	RP901895
<b>Date of previous inspection</b>	22 June 2015
<b>Telephone number</b>	01377240080

Driffield Methodist Playgroup was registered in 1973 and is located in Driffield. The playgroup employs nine members of childcare staff. Of these, the majority hold appropriate early years qualifications at level 3 or above. The playgroup opens on Monday, Tuesday, Wednesday and Friday from 9am to 3pm. On Thursday it is open from 9am to 11.30am. It is open during term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

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