

# Inspection of Endcliffe Playgroup

Horizon Building, 80 Neill Road, Sheffield S11 8QH

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Inspection date: 13 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

There have been significant improvements to the playgroup since the previous inspection. The manager and staff have worked hard, following guidance and support from other professionals to reflect on their practice and procedures. They have successfully devised and implemented action plans to improve the quality of teaching and accurately identify and record children's next steps in learning. The key-person system is embedded well, and children settle quickly and form secure attachments with staff.

Children enjoy listening to their favourite stories. Staff use props and encourage children to act out parts of the story to hold children's interest. For example, children place puppets of pigs on their fingers. They talk enthusiastically about the materials used to build the houses, such as straw and bricks. This helps children to develop a love of reading in the relaxing book areas inside and outside of the playgroup. Children thoroughly enjoy circle time and explore mathematical concepts as they sing 'Five Little Speckled Frogs'. Staff encourage them to think about how many they have left when one jumps into the pool. These skills help to prepare children for the next stages in their learning and the eventual move on to school.

### What does the early years setting do well and what does it need to do better?

- Staff have a good understanding of how children learn and develop. They complete regular observations and assessments, looking at where children are in their learning and development. The manager closely monitors assessments of children's learning to ensure that all children make good progress.
- The well-established key-person system helps to ensure that children are happy and settled. Children have good levels of concentration and form close friendships with their peers. They work as a team as they listen to the tidy-up song and place the toys in boxes independently.
- Parents are happy with the relaxed atmosphere that the staff create. They praise the staff for creating a loving and friendly environment for children to thrive in. The playgroup has forged positive relationships with parents. However, systems for sharing information with parents about how children's learning can be extended at home are not fully embedded.
- Staff support children's understanding of how to live a healthy lifestyle. They provide children with a healthy range of snacks. Children have regular access to the outdoors. They also engage in regular physical activities. For example, children kick balls to their friends, demonstrating good control and direction.
- Children develop the skills that will help them learn to read and write. They use a variety of mark-making materials, which encourages their finer movements and control. Children listen attentively to stories and use books independently.

They recall familiar stories and talk about what will happen next. For example, children recollect about their trip to the bowling alley with their parents.

- Staff carefully monitor children's progress, including those who are in receipt of early funded education and children with special educational needs and/or disabilities. All children make good progress from their starting points in learning. The manager, staff and committee help to make sure that all children's individual needs are met through providing good resources to meet their needs and abilities.
- Staff provide a stimulating environment that fosters children's curiosity. They provide a wide range of natural and interesting resources indoors and outside. In general, children can move toys or equipment around the play areas depending on what they want to play with. However, staff do not consistently give children time to think and respond to questions they ask them in everyday play.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff regularly update their training to keep up to date about wider safeguarding aspects. Staff know and understand their roles and responsibilities to implement the effective policies and procedures. They are alert to any causes for concern, and the manager takes swift action to protect children from harm. Staff work closely with other agencies to support children and their families. Risk assessments are effective and allow children to take risks safely. For example, children balance as they walk along the tyres outside.

## What does the setting need to do to improve?

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

- enhance the systems for sharing information with parents about their child's development and how their learning can be extended at home
- provide children with more time to respond to questions asked, to extend their learning even further.

## Setting details

<b>Unique reference number</b>	300777
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10086076
<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 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Endcliffe Playgroup Committee
<b>Registered person unique reference number</b>	RP905396
<b>Telephone number</b>	00754522769
<b>Date of previous inspection</b>	19 November 2018

## Information about this early years setting

Endcliffe Playgroup registered in 1993. It is managed by a voluntary management committee, which includes parent representatives. The playgroup operates from the Methodist Church Hall in the Endcliffe area of Sheffield. The playgroup employs four members of childcare staff, three of whom hold early years qualifications at level 3 or above. One member of staff is working towards a qualification at level 3. The playgroup operates on Monday, Wednesday and Thursday during term time. Sessions are from 9am to midday. The playgroup provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Jane O'Callaghan

## Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation of an activity was completed with the manager and a member of staff.
- The inspector held a meeting with the manager. She looked at relevant documentation, including staff's qualifications and evidence of their suitability.
- The inspector spoke to a group of parents during the inspection and took account of their views.
- The inspector spoke to staff and children throughout the inspection.
- The inspector completed a learning walk of all the areas of the playgroup with the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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