

Inspection of Hertford Vale Playgroup

Hertford Vale School, Staxton, Scarborough, North Yorkshire YO12 4SS

Inspection date:

8 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff provide an adequately resourced environment which enables children to freely access toys and equipment. There are secure open spaces available for children to play and learn. Staff set out their intention for children's learning, but they do not consistently provide appropriate activities to support this. Staff are supported by a hands-on committee, which monitors their practice and evaluates the service provided. Although some staff's interactions with children extend children's learning, not all activities have a sufficient level of challenge for children at differing stages of development. Staff have developed strong relationships with staff at the on-site school and have good transitional arrangements for children moving on to the next stage in their learning.

Children enjoy their time at this setting with caring and supportive staff. This enables children to feel secure and settled, and supports their emotional well-being. Children are well behaved and display empathy and kindness to their friends. They take turns with toys and wait patiently for their turn on bicycles and scooters. Children have a positive attitude to learning. They excitedly show staff the spiders they have found in the garden and look at them in a magnified jar. However, staff do not consistently extend children's spontaneous play and build on their interests.

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

- Staff give children reassurance to separate confidently from their parents. Children self-register by finding their name and placing it in a box. Staff praise children when they successfully complete this task, contributing to children's self-esteem.
- Staff are caring and kind role models for children. For example, children's acts of kindness are acknowledged by staff and they help children learn the importance of taking turns.
- Children develop their physical skills when playing outdoors regularly. They are able to access a range of large equipment when using the school playground, such as bicycles and sit-on equipment, in addition to beanbags and hoops.
- Staff do not make the most of all opportunities to promote children's independence. They do not consistently provide appropriate tools for children to gain new skills. For example, at snack time, some children struggle to pour their own drinks due to the size of the jug. They are unable to spread butter on their cracker bread due to the size of the knife. Staff assist children to put on their coats without allowing them to attempt this for themselves. Children do, however, know the routine following snack time and put their plates and cups into the sink.
- Staff plan for children's learning, but they do not consistently provide

appropriate activities to support this. At times, activities are not being appropriately differentiated for the different ages and stages of the children. This means that the activities are not sufficiently challenging for some children or are too difficult for others. Consequently, some children do not extend their learning to higher levels.

- The setting meets the needs of children in receipt of additional funding effectively by identifying equipment and resources which will benefit the children. The use of the equipment is evaluated by staff to ensure that funding has been spent appropriately. For example, a balance bike was purchased to promote children's balance and coordination.
- The quality of staff's interactions with children is variable. It is not consistently good enough to help all children to make appropriate progress in their learning. For example, staff do not consistently engage with children when they are playing and do not extend activities to take into account children's interests and learning opportunities.
- Staff are appropriately recruited following safer recruitment practices, and staff supervision is completed. Ongoing suitability checks are carried out. However, discussions regarding changes to staff's health and involvement with other agencies are not considered. This means that ongoing staff suitability is not always fully explored.
- Parents speak highly of leaders and staff and of the support they provide to families. They confirm that staff know the children and their families well and provide ongoing information about their children's time in the setting.

Safeguarding

The arrangements for safeguarding are effective.

All staff have attended relevant training and have a secure understanding of what to do if they are concerned about a child's welfare. They have a wider understanding of safeguarding, including knowledge about grooming and the 'Prevent' duty. Staff know the procedures to follow if they have concerns about a member of staff. They complete regular risk assessments on the environment to identify and act on any hazards. Staff remind children about the risks in the outdoor area when it has been raining. Recruitment and vetting systems are in place to ensure the suitability of staff.

What does the setting need to do to improve?

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

- provide more opportunities for staff to have quality interactions with children when they are engaging in play and activities
- promote independence through everyday activities such as snack time and provide age-appropriate tools to enable children to develop their abilities

- ensure that staff plan relevant and challenging activities appropriate to children's age and stage of development
- ensure staff's ongoing suitability is consistently monitored.

Setting details

Unique reference number	400421
Local authority	North Yorkshire
Inspection number	10071068
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 to 4
Total number of places	20
Number of children on roll	21
Name of registered person	Hertford Vale Playgroup Committee
Registered person unique reference number	RP518674
Telephone number	07527 582357
Date of previous inspection	18 May 2015

Information about this early years setting

Hertford Vale Playgroup registered in 1997. The playgroup employs five members of childcare staff. Of these, two have appropriate early years qualifications. The playgroup opens on Tuesday to Thursday from 7.30am until 3.15pm, on Monday from 7.30am until 1pm and on Friday from 7.30am until midday, during term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- The inspector completed a learning walk with the manager. Time was spent assessing how staff understand children's interests and what children already know, and how staff plan for children's next steps in learning.
- The inspector observed staff's interactions with children in the playroom and the outdoor play areas, and assessed the impact these have on children's learning.
- The inspector sampled a range of documentation, including records of children's learning and progress, safeguarding and complaint policies, and suitability checks.
- The inspector carried out a joint observation of an activity with the manager and discussed the findings with her.
- The inspector spoke to staff, children and parents and took account of their views.

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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