

Inspection of Marygate Pre-School Playgroup

Clifton Methodist Church, York YO30 6AL

Inspection date: 10 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the safe environment as they arrive. They are confident and immediately choose resources that interest them. Staff plan activities based on their awareness of children's past experiences and help them to broaden their knowledge of their local community and the world around them. For example, children attend the Christmas tree festival at the church. During the inspection, they eagerly practised an array of new songs they are learning for the upcoming Christmas performance for parents and the wider community. Staff have high expectations for children's learning and their readiness for school. The qualified staff know children well. They confidently talk about how they plan to support their next steps in learning. As a result, children's individual needs are met well and they flourish.

Children benefit from warm, caring relationships with the staff. They interact with children in positive ways, for example by smiling, through eye contact and by using warm tones of voice. Staff show great respect for children and this helps children to respect each other. Staff promote taking turns and sharing resources with others at every opportunity. They frequently provide children with positive praise. This helps to promote children's good behaviour.

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

- Robust recruitment procedures are in place to ensure staff and committee members are suitable to work with children. There is a good induction process in place, which helps staff to understand their roles and responsibilities. Managers work alongside their staff, supporting practice. They have supervisions in place to improve professional development. However, managers need to develop supervisions further so that they focus on raising staff's knowledge and teaching skills.
- Staff provide good provision for children with special educational needs and/or disabilities. They seek early help from other professionals to start to close any gaps in children's progress. They use additional funding received for children's care and support carefully to meet their learning and development needs.
- Children enjoy a choice of healthy food at the setting. Staff share information with parents on healthy packed lunches. They maximise opportunities to develop children's understanding of the importance of healthy foods. For example, while in the role-play area they select what foods help you grow strong.
- Staff provide opportunities for children to develop their communication and language skills. Children who speak English as an additional language are successfully supported to develop their understanding and use of English. For example, staff use sign language alongside words when speaking to children. Staff obtain key words in the child's home language, using these during activities

and then repeating the words in English.

- Children of all ages show a love of books and singing. Staff make stories come to life through their animated storytelling. Younger children join in with nursery rhymes and older children can retell simple stories.
- Parents report that they feel well informed about what their child is doing and what they are learning in the playgroup. They comment that staff are extremely friendly and approachable and that their children are making good progress. Staff provide books and resources and share ideas with parents to enable them to build on their child's learning at home.
- Children benefit from making marks on many materials and enjoy craft activities. They excitedly explore how colours can change. However, occasionally, during art activities, staff are over-directive and focus too intently on what they want the end product to be.
- Parents are encouraged to provide the manager, pre-school committee and staff with feedback which is used to inform future improvements and developments. They have clear plans on how to achieve these.
- Children enjoy a broad range of activities to support their mathematical development. For example, they use two-dimensional shapes to make patterns and create a robot, and measure each other with large bricks.
- Children are well behaved. Staff give gentle reminders that help them understand the impact of their actions on others. Older children learn how to self-regulate their behaviour. Children are polite and remember to say 'please' and 'thank you' to staff and each other at appropriate times.

Safeguarding

The arrangements for safeguarding are effective.

The designated lead person for safeguarding has a secure understanding of her role. The manager ensures all staff complete training to keep their knowledge updated. Staff understand the nursery policy for recording and reporting child protection concerns and the whistleblowing procedures. The premises are suitable and risk assessments are completed. Staff complete daily checks effectively to ensure children are cared for in a safe environment.

What does the setting need to do to improve?

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

- develop supervisions further to raise staff's knowledge and teaching skills to the highest level
- support children to develop their own ideas, particularly during art and craft activities.

Setting details

Unique reference number	EY537521
Local authority	York
Inspection number	10130002
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	25
Number of children on roll	27
Name of registered person	Marygate Playgroup CIO
Registered person unique reference number	RP537520
Telephone number	07922 538027
Date of previous inspection	Not applicable

Information about this early years setting

Marygate Pre-School Playgroup registered in 2017. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications, including one with early years teacher status. The setting opens on Monday, Tuesday, Thursday and Friday, during term time only, from 8.30am to 4pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection
- The inspector looked at a sample of documents, including evidence of staff suitability and training.
- A meeting was held between the inspector and 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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