

Inspection of Hertford Vale Playgroup

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

Inspection date: 5 May 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children arrive happily at the setting. Despite their parents not coming in playgroup with them because of the pandemic, they settle very well. This is due to the warm, trusting relationships that staff forge with children and their parents. Children learn to be highly independent and they develop important skills that help to keep them safe. For example, they learn to use the toaster and knives safely to make and butter their toast. They have fun taking risks on the climbing frame and other outdoor equipment. This is because staff remind children how to do this carefully without hindering their physical development or their enjoyment.

Staff work very closely with parents and other agencies to ensure that children's individual learning needs are met. Staff are skilled, experienced and very intuitive when dealing with children's individual learning needs. Consequently, all children make good progress during their time at the setting. Children behave very well. They listen attentively to staff, learn to share and take turns with the minimum of adult support and are very proud of their rewards for helping to tidy up. Staff have a deep understanding of children's behaviour and what causes them to have difficulties. They are skilled and consistent in dealing with a range of expected and unexpected behaviours.

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

- Leaders describe a well-planned educational programme for children. They recognise that children have had different experiences during the COVID-19 (coronavirus) pandemic. The curriculum for children's emotional development is particularly effective. Children are confident in the environment and in their relationships with staff and their peers. They benefit from the warm, caring approach of staff and the friendship of their peers.
- Staff plan and provide opportunities for children to develop their language skills and increase their vocabulary. For example, staff introduce new words as they talk to children and read them stories. Staff teach children a broad range of songs with increasingly complex language that also supports children's understanding in other areas. For example, children confidently sing a lot of songs about gardening. Children say that they learn a lot of songs at playgroup. Parents also confirm that their children sing songs about gardening all the way home and that their language is coming on 'in leaps and bounds'. However, staff explain that children have come back to playgroup with varying language skills. Some children's pronunciation is not quite as good as it could be.
- Leaders have worked hard to ensure that weaknesses at the last inspection have been addressed. They have attended a range of training and worked with the local authority advisory service. They have also made good use of their positive relationship with the on-site school. They have created a vibrant, stimulating

environment where staff are actively engaged with children throughout the session.

- Children concentrate well and they persevere to see a task completed. For example, when supported by staff, younger children complete matching games. Older children initiate more complex fishing games themselves, matching the numbers and counting spots on the fish, with the minimum of adult support.
- Children have fun developing their strength and physical skills in the garden. They climb and balance with increasing skill and control. For example, they work hard to manipulate the large crates into a long walkway and smile proudly at their success.
- Children engage confidently in a wealth of opportunities to act out their experiences. More able children introduce imagination into their play. For example, they have earnest discussions with each other as they act out a police and fire service game. They also chat to their friends about the potions they are making in the mud-kitchen.
- Staff recognise that some children can concentrate better when outdoors. Children's learning is improved because the one-to-one support for children has more impact. Children enjoy being out in the fresh air and they benefit from the range of interesting play opportunities. They remember to wash and dry their hands when they come back indoors. The provision of spare coats for children means that all children have free access to the garden. The health and well-being of all children is effectively promoted.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of how to safeguard children and demonstrate a keenness to follow appropriate policies and procedures. Regular training for all staff means that they are confident about the signs that might suggest a child is at risk of harm from abuse or neglect. They are also committed to securing help for them. Leaders are knowledgeable and experienced in working closely with safeguarding authorities to keep children safe. Staff also know how to alert the relevant authorities should they have concerns about adults who work with children.

What does the setting need to do to improve?

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

- consider, even more deeply, how to identify what the possible barriers to children's language skills are, so that the planned curriculum has even greater impact.

Setting details

Unique reference number	400421
Local authority	North Yorkshire
Inspection number	10128106
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 at time of inspection	2 to 4
Total number of places	20
Number of children on roll	26
Name of registered person	Hertford Vale Playgroup Committee
Registered person unique reference number	RP518674
Telephone number	07527 582357
Date of previous inspection	8 October 2019

Information about this early years setting

Hertford Vale Playgroup registered in 1997. The playgroup employs four members of childcare staff. Of these, two have appropriate early years qualifications at level 3 and two have level 2 qualifications. The playgroup opens on Tuesday to Thursday from 8am until 3pm, on Monday from 8am until 1pm and on Friday from 8am until midday, during term time only. The playgroup provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Pat Edmond

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- 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 carried out joint observations with the manager.
- The inspector spoke to the nursery managers, the staff and a committee representative.
- The inspector spoke with several parents during the inspection, read their testimonials, and took account of their views.
- The inspector looked at a sample of documents and records. This included 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.

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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