

Inspection of Pickering Preschool Playgroup

Pickering Community Infant & Nursery School, Ruffa Lane, Pickering, Yorkshire
YO18 7AT

Inspection date: 20 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Instability in staffing has resulted in standards at the playgroup declining. Current leaders identify these shortfalls and are working hard to put intervention plans in place to bring about change. However, not enough has been done and many interventions are within their infancy. For example, teaching is too variable and children are not consistently provided with a sequence of learning that builds on what they already know and can do.

Although the inspection highlights many aspects to improve, there are several areas of positive practice that staff and leaders do to support children's care and well-being. Children are happy, content and safe. Due to the COVID-19 pandemic, parents do not enter the playgroup. Children adapt well to these new changes and wave their parents off at the door. Children develop good relationships, behave well and gain some of the necessary skills in readiness for their move on to school.

Staff provide a variety of opportunities for children to look at books. Children excitedly anticipate what will happen next in stories and enact the roles of their favourite characters. Children enjoy the freedom to move between the indoors and outdoors. They enjoy exploring using a range of baskets and balls, and master skills in throwing balls into the net to score.

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

- Leaders recognise the quality of education across the playgroup is not good enough. They aspire to be good and want the best for the children in their care. However, although the manager completes regular supervision and appraisal sessions, these monitoring sessions do not always identify gaps in staff's knowledge and skills, or help staff to access further training and development.
- Overall, staff support children's communication and language well. They ask questions, model language for children to repeat, and introduce various words at story time, such as 'munchkins'. However, at times, they do not give children enough time to respond to their skilful prompts and questions.
- Staff support children who speak English as an additional language well. They provide key words in children's home languages and skilfully introduce new words in English. Children quickly gain a good command of English.
- The manager and staff work very well as a team, creating a warm, positive atmosphere throughout the playgroup. Although they are highly motivated to offer the best possible experiences to children, staff are struggling to embed effective teaching strategies. They fully consider children's interests when deciding what resources to set out, but do not have a clear intention for children's learning. This means that, while children enjoy the activities on offer, they do not benefit from teaching that is carefully targeted to reflect their

individual learning needs.

- All staff are responsive when a child approaches them for attention, but some are less successful at engaging with quieter, less-confident children. Throughout the playgroup, there is a lot of talking, and staff are frequently engaged in lively and interesting conversations with children. However, they are not always effective at including the quietest children in these discussions. Similarly, there are times when quiet children who are playing alone do not receive very much adult attention.
- Children play and learn in a clean, well-maintained environment. Staff promote children's health well. For example, they provide nutritious snacks and drinks. Children learn the importance of following good personal hygiene routines and receive good support to become independent in their toileting.
- Partnerships with parents are good and parents are positive about the care their children receive. They appreciate the care provided to their children and the support given to develop social skills at this turbulent time. Staff provide parents with regular observations and achievements of children's time at the setting through electronic systems. Parents explain how the regular exchange of information helps them to know how their children are getting on.
- Children's behaviour is good. Children are beginning to know and understand what is expected of them. They respond to gentle reminders from staff, such as to not run inside. Staff provide positive role models for children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and committee follow appropriate recruitment and vetting procedures to ensure that staff working with children are suitable. The recently appointed committee chair person has accessed safer recruitment training. Premises are safe, secure and well maintained. The manager and staff refresh their safeguarding knowledge when they attend regular training courses and team meetings. They have a good understanding of child protection and current legislation, such as the 'Prevent' duty. Staff are able to identify if a child is at risk of possible harm and know the procedures to follow to report concerns about a child's welfare. This supports children to stay safe and promotes their well-being.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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review and improve the delivery of educational programmes to build on what children enjoy, know and can do, to extend their learning.	28/02/2022
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To further improve the quality of the early years provision, the provider should:

- improve the procedures for monitoring staff practice, identifying weaknesses and targeting professional development more closely to raise the quality of the education
- improve arrangements to engage quieter children in discussions and activities so that they benefit from the same good-quality interactions as the more-confident children
- give children plenty of time to respond to questions, and promote their thinking and language skills even more effectively.

Setting details

Unique reference number	2506470
Local authority	North Yorkshire
Inspection number	10194417
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	35
Name of registered person	Pickering Pre-School Playgroup Committee
Registered person unique reference number	RP518657
Telephone number	07789377455
Date of previous inspection	Not applicable

Information about this early years setting

Pickering Preschool Playgroup registered in 2018 and is situated within the grounds of Pickering Infant and Nursery School. The playgroup employs six members of childcare staff. Five hold appropriate early years qualifications at level 3, including one with qualified teacher status. The playgroup is open during term time only on Tuesday, Wednesday and Thursday from 9am until midday, and Monday and Friday from 9am to 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- Parents' views were gathered through written comments and comments on social media.

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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