

Inspection of Poppleton Rd Playgroup

The Annex, Poppleton Rd Primary School, Poppleton Rd, York YO26 4UP

Inspection date:

28 June 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Overall, children enjoy attending the playgroup and are enthusiastic to join in activities. For example, they choose where they would like to play when they arrive, and use pens to make train tracks on the large sheets. Others prefer to learn outdoors and dig in the sand tray with friends. Although there are weaknesses in the curriculum, and staff's teaching is variable, children make progress. The majority of children are prepared to start school and look forward to moving on to the next stage in their learning. Staff know children very well and have good relationships with them. Children are confident and show good levels of self-esteem. However, sometimes, staff do not provide clear boundaries for behavioural expectations and, on occasion, this affects group learning.

The manager and staff team recognise the importance of providing children with a range of opportunities to broaden their experiences. They use extra funding to take children on trips out of the playgroup and have dedicated team-sport sessions with specialist coaches. Parents are happy with the good level of communication they receive and feel that their children are always happy and safe in the playgroup.

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

- Staff do not consistently use effective strategies to help children understand behavioural boundaries and expectations. For example, during whole-group activities, staff yell above the noise in the room. This does not engage children in the activity and they increase the volume of their play. Some children show an awareness of how to share and take turns. However, others take resources, leaving some children upset and frustrated.
- Children develop good physical skills and independence. This is a clear strength in the curriculum. Children thoroughly enjoy using different bikes and show pride as they learn how to use the pedals. They climb up the climbing wall with ease, and staff teach them about being safe. Staff support younger children to wash their hands and pour their drinks at snack time.
- Since the COVID-19 pandemic, staff have identified a need to help children develop their speech and social skills. However, they do not focus enough on helping children to learn the basics, before moving on to prepare them for school. For example, some children have not developed their listening skills or concentration, but staff begin to try and work on their knowledge of phonics.
- Staff provide lots of opportunities for children to develop their literacy and mathematical skills. Older children recognise and write their name and are very proud of this. Staff use mathematical language during play and encourage children to say number names from one to 10 and then to count backwards. Other staff introduce the concept of money to pay for ice-creams during imaginative play outdoors.

- Staff provide children with some focused time to help close potential gaps in their learning. For instance, children who speak English as an additional language enjoy a small-group story and repeat key words. However, for the majority of the session, staff do not focus their teaching to continue this support.
- The manager provides staff with regular supervision sessions and helps them to reflect on their work with children. However, they do not always remember to use new skills with children, such as modelling correct letter sounds. In contrast, training to support children with special educational needs and/or disabilities is used effectively.
- Staff build effective partnerships with parents and other settings, such as school. They regularly share information about children's learning so parents can continue this at home, if they wish. The manager liaises with children's new teachers and invites them into the playgroup, to begin to build relationships with children.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe and secure in the playgroup. The manager follows robust recruitment procedures to help her recruit new staff and committee members safely. She checks staff's ongoing suitability and health during regular discussions. Staff know how to identify, record and report concerns about children's welfare. The manager ensures they have contact details for the local safeguarding partnership and provides regular child protection training. This helps staff to maintain an up-to-date knowledge of wider safeguarding issues. Staff are aware of how to deal with medical emergencies and have clear plans in place to meet children's medical needs.

What does the setting need to do to improve?

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

	Due date
implement clear and consistent strategies for staff to promote children's positive behaviour	30/07/2022
develop the curriculum to ensure children build secure foundations in key areas of their learning, including their communication and language skills and their personal, social and emotional development	01/09/2022

improve staff's teaching so they consistently provide children with tailored support and effective levels of challenge throughout their session.	01/09/2022
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To further improve the quality of the early years provision, the provider should:

- support staff to implement new knowledge and skills gained from their training and professional development, so it benefits children.

Setting details

Unique reference number	EY426737
Local authority	York
Inspection number	10131611
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	26
Number of children on roll	31
Name of registered person	Poppleton Road Playgroup Committee
Registered person unique reference number	RP518364
Telephone number	01904340999
Date of previous inspection	11 November 2015

Information about this early years setting

Poppleton Rd Playgroup registered in 2011 and is situated in York. The playgroup employs six members of childcare staff. The manager has early years professional status and four staff hold relevant early years qualifications at level 3. The playgroup opens from Monday to Friday during term time only. Sessions are from 9.05am until 1.05pm. The playgroup provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- 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 was completed by the manager and inspector during an unplanned activity outdoors.
- The inspector held a discussion with manager in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and manager.
- The inspector spoke to parents and obtained feedback for the inspection.

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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