

Inspection of Dovecote Playgroup

C C S, 15-19 Falsgrave Road, Scarborough, Yorkshire YO12 5EA

Inspection date: 7 July 2022

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| 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 enjoy their time at the playgroup. They show enthusiasm to learn and have fun inside and outside. Staff provide a wide range of activities for children, helping to broaden their experiences and preparing them for future learning. They have high expectations for all children. For example, children thoroughly enjoy being outdoors, and the manager has spent pupil premium funding to develop this area. Staff teach children about gardening and how to grow vegetables. Children show excitement as they look for bugs with magnifying glasses and then share ideas on who may have eaten the leaves on the plants. Staff are good role models for children. They encourage them to use good manners and be kind to each other. Children develop good social skills and willingly share resources, so others can join in.

During the COVID-19 pandemic, staff maintained contact with families and provided activity packs for children. This helped to minimise potential gaps in learning and to lessen anxiety when children returned. Partnerships with parents are a strength of the playgroup. Staff have started to hold parents' meetings again to discuss children's progress and gather information about their home lives. Parents are very complimentary about the playgroup, and this helps them to feel included in children's learning.

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

- The outdoor learning environment is a strength in the playgroup. Children develop their understanding of the world around them and demonstrate excellent physical skills. They pedal around the bikes and know they must wear the safety helmets. Staff support children to use the balancing beams and they show pride in their achievements as they keep trying to reach the end.
- Staff provide older children with focused activities, which help them to develop some of the skills they need to start school. Children show excellent understanding of how they can use shapes to create other shapes, such as how two triangles make a diamond. They concentrate well and demonstrate good listening skills. However, staff model incorrect letter sounds when children ask to write their name and do not consistently model clear vocabulary.
- Staff help children to develop a love of stories from an early age. They have a story each day as part of their routine. Children respond to parts of the story and show very good comprehension skills as they share knowledge of why things might have happened. Young children use stories throughout their play and sit under the trees outside, re-telling their favourite story to staff.
- Children show excitement and enthusiasm during their play. Staff respond to their needs and provide their preferred resources. Children explore the role-play kitchen and paint easel indoors. Other children choose to experiment in the

water. However, during free-flow play, staff do not focus their teaching to help children make progress towards their individual goals.

- Staff help children to understand how to be safe and healthy. For example, children know that they need sun cream and sun hats in the hot weather. They tell staff how it is important to drink plenty of water, and enjoy the fresh fruit at snack. Staff encourage families to bring healthy packed lunches, and children brush their teeth after lunch. This promotes good oral hygiene.
- The manager has developed good partnerships with other settings and professionals who are involved with children. For example, she supports staff to create specific target plans to support children with special educational needs and/or disabilities. Teachers are invited into the setting to help children emotionally prepare to move on to school.
- Staff are very experienced and knowledgeable. They are committed to providing good standards of care and learning for children, and the majority have worked in the setting for a long time. The manager is supportive and ensures that staff feel valued. They have regular team meetings and have access to a wide range of professional development courses, to continually develop their skills.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is prioritised by the manager and staff team. The manager provides staff with regular training in child protection. She ensures the policies and procedures are clear and up to date. Staff are vigilant and alert to signs of potential abuse and neglect. They have a good knowledge of wider safeguarding issues, such as county lines and the impact of domestic violence for children. Staff know how to record and report any concerns about children's welfare swiftly. Children who have specific medical needs are kept safe at the playgroup. There are robust risk assessments in place and staff know what to do in emergencies. The manager regularly checks on staff's health and well-being. This helps to keep the team safe and happy.

What does the setting need to do to improve?

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

- ensure staff consistently model correct vocabulary and letter sounds to children, particularly during planned activities with older children
- focus staff's teaching during unplanned play, to provide children with specific support to reach their individual learning goals.

Setting details

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| Unique reference number | EY555952 |
| Local authority | North Yorkshire |
| Inspection number | 10174563 |
| 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 | 30 |
| Number of children on roll | 35 |
| Name of registered person | Botterill, Jacqueline Mary |
| Registered person unique reference number | RP517014 |
| Telephone number | 07929929068 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Dovecote Playgroup registered in 2017 and is situated in Scarborough, North Yorkshire. The playgroup operates term time only, Monday to Friday, from 8.30am until 3.30pm, with the exception of bank holidays. The playgroup employs six members of childcare staff, all of whom have relevant early years qualifications at level 3 or higher, including the manager. The playgroup provides funded early education for two-, 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 indoors, during a planned activity.
- The inspector held a discussion with the 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 nursery 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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