

Inspection of Yorkley Playgroup

Lydney Road, Yorkley, Lydney, Gloucestershire GL15 4RR

Inspection date: 26 January 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thoroughly enjoy their time at the playgroup. Staff plan challenging and exciting activities that motivate and engage children superbly. Children are extremely independent. They choose from a wide variety of toys and resources and play well with others. All children are actively learning. Some choose to play and dress the baby dolls. They dress the dolls, asking staff for help to get the doll's arms into the 'cardigan', then proudly show how they can fasten the buttons.

Children learn about the importance of healthy lifestyles. For example, outdoors, children take part in the 'daily mile'. They walk around the playground doing different exercises and talk about how keeping fit makes them stronger. Some children join in a board game and match healthy foods with healthy teeth. Children recall that to keep teeth healthy, they need to eat food with only small amounts of sugar, brush their teeth regularly and visit the dentist.

Children have excellent opportunities to learn about their community, themselves and others. The manager organises outings for the children to build on their understanding of the wider world. For example, at Christmas, children went on a 'Santa safari' to see animals and meet with Santa. Staff have planned an upcoming outing to allow children to ride on a train through the local forest. In addition, the manager also arranges parent, children and staff 'get togethers' locally. Children learn about similarities and differences between them and their friends. They gain a good understanding of what makes them unique.

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

- The inspirational manager works brilliantly with her staff team to meticulously plan the curriculum to meet children's needs. Staff know children extremely well. They plan experiences and activities that continually build on what children know and can do. All children, including those with special educational needs and/or disabilities and those who are learning to speak English as an additional language, make excellent progress and are well prepared for future learning.
- Children concentrate for extended periods of time as they fully engage in the activities on offer. Staff note what children are doing and present challenges to extend learning, either through getting children to solve problems, recalling past learning or encouraging them to attempt something new. Children thrive on the attention and praise and eagerly keep trying.
- Staff support and encourage children's mathematical understanding superbly. Children work together to build a 'bridge' with pretend bricks. They walk across the bricks, balancing well. When the structure breaks apart, staff encourage children to rebuild it. They pose challenges, such as asking the children to make a square shape. Children talk about whether the sides need to be the same

length, recalling the differences between a rectangle and a square. Staff help the children count how many more bricks they might need. Staff naturally extend children's learning, building on what children know and can do.

- Staff build strong relationships with parents and children. They share information about children's learning with parents to help them continue to build on skills at home. For example, children take home books to share with parents. Staff include cards with questions parents can ask or suggestions for activities they can do with their children linked to the story. Children are gaining a love of stories, developing a wider vocabulary and becoming confident talkers.
- Staff provide clear messages for children about what they need to do and when. At the start of the day, children come together to say 'hello'. They recall the 'rules' for group time, telling staff they are doing 'good sitting, good listening and good looking'. When it is tidy-up time, staff give children a five-minute warning and set the sand timer. Children eagerly let staff know when the sand has run out. Staff do not rush this time but ensure that all children are joining in. They take time to continue extending learning. For example, they help children match items they are putting away to the right box. They encourage children, asking, 'can you help each other?' Children show care and consideration for their play spaces and take pride in knowing where the toys need to go.
- The manager and staff reflect constantly on their practice. They listen to parent feedback and regularly review the learning environments to make positive changes. For example, outdoors, they have added a climbing frame that is the same as one at the local park, to support children's physical skills and provide parents with reassurance about children's safety.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant about keeping children safe. The manager makes sure that staff keep their knowledge and understanding on how to safeguard children up to date. Staff know the potential signs that may mean a child is at risk of harm and how to record and refer any concerns. Staff know what to do should there be allegations or complaints made about staff or the manager, including when to notify external agencies. The manager has comprehensive systems in place for recruiting staff and checking their suitability to work with children. She regularly arranges training for all staff, to help them to develop their teaching skills. She ensures that they know and understand their roles and responsibilities and remain suitable to work with children.

Setting details

Unique reference number	101637
Local authority	Gloucestershire
Inspection number	10264103
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	24
Number of children on roll	31
Name of registered person	Yorkley Under 5s Committee
Registered person unique reference number	RP907451
Telephone number	01594 564 918
Date of previous inspection	23 May 2017

Information about this early years setting

Yorkley Playgroup registered in 2001. It opens Monday to Friday, from 8.45am to 2.45pm, during school term times. A team of six staff works with the children. All hold appropriate childcare qualifications at level 3. The manager holds an early years teaching qualification. The playgroup receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playgroup.
- The inspector spoke to several parents during the inspection and took account of their views.

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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