

# Inspection of Sedbergh Playgroup

Sedbergh Playgroup, Settlebeck, Sedbergh, Cumbria LA10 5AL

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Inspection date: 8 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive as a result of the tailored care they receive from staff at this small playgroup. Their confidence grows as they receive plenty of individual attention from the small, dedicated staff team. Children show that they feel happy and safe as they play and learn with their friends in the bright and stimulating environment. Children show focus during planned activities, and also enjoy choosing for themselves, happily leading their own play.

Children's physical development is supported well and they have lots of space to move around, both indoors and outside. They proudly display their skills as they ride balance bicycles around the outdoor area. Children take part in yoga and meditation sessions, where they share their thoughts with their friends. This helps to support children's emotional control. Children's overall well-being is thoughtfully considered.

Children learn to manage risk. For example when they regularly explore the woods and river nearby. They behave well and understand the high expectations that staff have of them and that rules are in place to help to keep them safe. Children benefit from many opportunities to learn about nature. For example, children learn about animals from their friends who bring in lambs and ducklings from their farm. They find out about people who help us in our communities, and they enjoy visits from the fire service and police. Children begin to understand differences and similarities, and how they are each unique.

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

- The small staff team clearly cares about each child's individual development. They know children well and plan for their learning based on their interests, building on what children already know and can do. For example, staff extend the mathematical skills of children with an interest in tractors by helping them to measure lines of toy farm vehicles. Children make good progress in all areas of learning.
- Staff monitor and assess children's progress effectively. They quickly identify any emerging gaps in children's learning and development, and swiftly implement strategies to help children make good progress. Staff work closely with other professionals to ensure that children with specific needs are supported well.
- While activities cover all areas of learning, the focus on mathematics is particularly strong. Staff include mathematical language in all areas of the setting. Children count confidently, and show a well-developed understanding of early mathematical concepts.
- Staff spark interesting discussions, introducing children to new vocabulary. Children enjoy their daily story time, after voting for their preferred book. This

introduces children to democracy and supports their understanding of British Values. Children also take books home to share with parents, helping them continue to develop a love of reading at home.

- Children's independence is supported well. They develop the skills that they need for their move on to pre-school or school. Children put on their own coats and shoes, pour their own drinks, and learn to manage their own self-care needs with support from the sensitive staff. Close collaboration with the local school and pre-school means that children are familiar with staff and routines when they start at their new settings, and transitions are smooth.
- Staff continually evaluate the environment to make sure that the resources they use support children's learning effectively. They access training that is offered by their local authority. However, professional development opportunities are not consistently targeted to support individual staff to precisely enhance their skills and knowledge to the highest level.
- Staff support each other effectively and understand that their own well-being has an impact on children. Recent changes made to how they monitor children's development and communicate with parents has eased workload pressures. This means that they have more time to spend supporting children.
- Staff have built strong relationships with parents and carers. Children's families offer support by helping with fundraising and offering their time and expertise. For example, children and staff's family members have helped fit new outdoor flooring and a mud kitchen. Parents offer praise for the staff who treat each child with respect for their individual potential.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a sound understanding of safeguarding policy and practice. Staff understand the procedures that they must follow if they are concerned about a child's welfare. Staff have a thorough understanding of each family's circumstances. This enables a good awareness of any changes indicating that families may need additional support. Staff take extra care to make sure areas used by children are suitable, as they share some facilities with other groups. Leaders have sound procedures to ensure ongoing suitability of staff and committee members.

## **What does the setting need to do to improve?**

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

- target professional development opportunities more precisely to support staff to enhance their skills and knowledge to the highest level.

## Setting details

<b>Unique reference number</b>	317591
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10276331
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	16
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Sedbergh Playgroup Committee
<b>Registered person unique reference number</b>	RP904728
<b>Telephone number</b>	07785 743837
<b>Date of previous inspection</b>	12 July 2017

## Information about this early years setting

Sedbergh Playgroup registered in 2001. The playgroup is run by a committee and operates on the site of Settlebeck School, Sedbergh, Cumbria. Sessions are available Monday to Friday, from 8.50am to 3.20pm. There are two members of childcare staff who both hold relevant qualifications at level 3. The playgroup provides funded early education for two-, and three-year-old children. The playgroup is also registered to provide funded early education for four-year-old children, although there are currently no four-year-old children on roll.

## Information about this inspection

### Inspector

Amy Johnson

## 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 setting.
- The inspector viewed the provision and discussed the early years curriculum during a learning walk with the manager.
- Children and staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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