

# Inspection of Carlton Playgroup Limited

The Presbytery, Station Road, Carlton, North Yorkshire DN14 9NL

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Inspection date: 20 October 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**

Staff meet children's care needs well. They build positive relationships with children, who, in turn, build positive relationships with each other. Staff teach children what is expected of them. Children demonstrate their understanding of this and their familiarity with the nursery routines as they help to tidy up without being reminded. In addition, staff regularly praise children's good behaviour to support children to learn what is right and wrong.

Learning is sequenced to build on what children already know and can do. For example, staff plan for babies to develop their fine motor skills by using their hands to explore materials and make marks in the sand. Staff provide many more opportunities for children to develop their fine motor skills. Older children use their fingers to manipulate dough. They thread shapes onto string and make models out of construction materials. This supports children to develop the muscles in their hands and helps with early writing skills.

Staff introduce language to children from an early age. They teach them the names of farm animals and demonstrate the sounds that they make. Staff repeat the words that children attempt to say. They add on extra words when children speak to help them to build sentence structure. Staff support children to practise and widen their vocabulary.

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

- The manager and staff plan a varied curriculum based on assessments that they undertake of children's development. The manager and staff consider children's existing skills and plan for what they want them to learn next. They consider children's backgrounds and home environments to ensure that they fully understand their prior experiences.
- Staff teach children key skills that will help them when they move on to school. For example, they allow children to be independent and develop their confidence to be able to communicate their needs. These skills will help children to navigate school life when the time comes.
- Staff plan teaching that enables them to teach children new skills. For example, staff teach children the names of shapes and colours. They give children time to think and encourage children to test out their own answers and theories. When children do not get the answer quite right, staff teach them the correct answer. However, occasionally staff do not remind children of prior learning to help them to further embed their knowledge. For example, staff do not ask children questions about a book they have been reading to test out their knowledge.
- Staff support children to develop their mathematical skills. They provide opportunities for children to sort, count and make patterns with shapes. They

learn about sequence and matching. This is helping children to understand simple mathematical concepts.

- Staff help children to feel part of their community. They take part in and organise events. For example, they take part in a scarecrow trail that links to the book they have been reading this month.
- Children who have language delay or other needs are quickly identified because staff know them well. When needs are identified, staff and managers communicate with parents about what action they can take together to support children fully. Strong partnerships with speech and language therapists and Portage help these children to catch up with their peers.
- Managers and key persons seek to support parents to help with their children's learning at home. However, this is not yet engaging a wide range of parents. That being said, parents describe how well the nursery meets their child's needs. In particular, parents of children with special educational needs and/or disabilities say that their children are very well supported.
- The manager evaluates practice well. She recognises the key skills children are being taught and how staff are doing this. In addition, she also recognises slight weaknesses in practice and the impact on children. This helps her to provide feedback to staff to help them to improve learning opportunities for children. For example, staff are undertaking training to support children's language development even further.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff have an up-to-date knowledge of safeguarding. They have regular training and discussions to ensure that they understand the setting policies as well as local procedures. This ensures that all staff are able to recognise the signs and symptoms of abuse or harm. They can respond quickly and ensure that any concerns are reported to the safeguarding lead. This ensures that children receive help when they need it to protect them from further harm. Recruitment processes, including those that relate to committee members, are robust. This ensures that those who have access to children or who have leadership responsibilities are suitable to do so.

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

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

- provide more opportunities for children to remember and talk about what they have already learned
- develop information-sharing processes with parents to support a more consistent two-way flow of communication.

## Setting details

<b>Unique reference number</b>	EY427415
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10289155
<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>	0 to 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Carlton Playgroup Limited
<b>Registered person unique reference number</b>	RP534237
<b>Telephone number</b>	01405949952
<b>Date of previous inspection</b>	14 November 2017

## Information about this early years setting

Carlton Playgroup Limited registered in 2012 and is situated in Carlton, North Yorkshire. There are currently seven members of staff working directly with the children, all of whom have an appropriate early years qualification at level 3. The setting opens term time only from 9am to 3pm, Monday to Friday. Morning half-day hours are from 9am to 12pm, and afternoon half-day hours are from 12pm to 3pm. The setting provides free early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Aimee Hill

## 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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