

# Inspection of Glaisdale Playgroup

Glaisdale Primary School, Glaisdale, Whitby YO21 2PZ

---

Inspection date: 26 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Staff create a warm friendly environment where children, staff and parents feel welcome. Some talk fondly about feeling part of the playgroup family. Many parents use the stay and play option before their children are old enough to attend alone. Families sometimes attend together. This provides a high level of continuity and stability for children. Children arrive happily, they are confident in their environment and in their relationships with their friends and with staff.

There is a clear focus on outdoor play and learning at this rural setting. Many parents feel this is a huge strength. Staff use children's keen interest in their environment to engage them effectively in the curriculum. This means that children immerse themselves in the activities and concentrate well on tasks. Children enjoy their learning.

Staff acknowledge the differing experiences of children, many of whom were born in periods of lockdown during the COVID-19 pandemic. They have sensibly prioritised children's personal, social and emotional development. Children are successfully supported to develop caring and thoughtful relationships.

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

- After a period of change, the current staff structure has created an increasingly confident and effective management team. They have prioritised continuity for children and families. Staff know the children and their families very well. They embrace good links with the on-site school and other settings that children attend. They have kept important training, such as paediatric first aid and safeguarding, up to date. They are now beginning to reflect in more detail about what would improve learning outcomes for children even further.
- Children make good progress from their starting points, particularly those who need extra support. They make good links in their learning and demonstrate what they have learnt as they play. For example, staff teach children to use safety goggles and work gloves when using the tools at the woodwork bench. More able children do this with the minimum of prompting. Later they automatically put the goggles on, when playing with the pretend tools.
- Staff confidently weave mathematical language into children's play. This means that children confidently count how many playdough cakes they have made. They work out how many bricks they need for their constructions. They talk about size, shape and pattern as they organise their blocks.
- Staff provide a well-planned play environment that promotes children's good physical skills. They climb and balance with increasing confidence and ability. They learn to keep themselves and their friends safe as they play. For example, children manoeuvre the wheeled toys carefully. They manipulate tools safely and

with increasing control at the playdough and at the woodwork bench.

- Staff use praise effectively to guide children's behaviour. For example, they praise children for 'excellent sharing,' 'fantastic building' or 'lovely painting'. This means that children know exactly what is expected of them and they are proud of their achievements. On the whole they behave very well. However, very occasionally some children become a little unsettled.
- Children are supported to enjoy a healthy lifestyle. They love being active in the outdoors. Older children automatically go to wash their hands after playing outdoors and before eating. Staff are vigilant in reminding younger children if they forget. Children learn to wipe their own noses and to use the toilet independently.
- Staff support children's language well. Children enjoy stories and rhymes. They learn to use Makaton sign language to help them express themselves. Staff encourage children to learn and use a rich vocabulary to talk about their play. For example, children talk about the smell, aroma or scent of the flowers and herbs. They learn to describe the different textures. On the whole, staff have good links with other agencies that support children's developing language. However, they have not fully explored what further external help could be available, for example, via the local children and family hub.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- be even more reflective about what could be affecting children's behaviour to minimise the slightly unsettled periods
- be more proactive in seeking out external support for children's development and in working with parents where appropriate.

## Setting details

<b>Unique reference number</b>	EY498125
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10317060
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Glaisdale Playgroup CIO
<b>Registered person unique reference number</b>	RP907584
<b>Telephone number</b>	07854840516
<b>Date of previous inspection</b>	21 May 2018

## Information about this early years setting

Glaisdale Playgroup re-registered in 2016 and is run by a Charitable Incorporated Organisation. The playgroup employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3. The playgroup opens on Monday, Wednesday and Friday during term time. Sessions are from 7.45am until 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Pat Edmond

## 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 inspector observed children taking part in a range of activities both indoors and out and discussed their learning with staff.
- The inspector spoke with parents, staff and children during the inspection. Their views were taken into account.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the manager.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the manager.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024