

# Inspection of Leeman Road Playgroup

St. Barnabas C of E Primary School, Jubilee Terrace, York, North Yorkshire YO26 4YZ

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Inspection date: 3 October 2024

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

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

### **The provision is outstanding**

Children thrive in the playgroup. They make exceptional progress across every area of their learning and are well prepared to start school. Staff provide a highly ambitious curriculum for children and focus on building secure foundations, particularly in children's communication and language skills. Children show consistently high levels of engagement and concentration during activities throughout their day. Staff are skilled at following children's leads and teach them through their play. They prepare the environment with purpose and ensure that children who prefer to learn outdoors have access to the full curriculum there. Children are keen, enthusiastic learners and demonstrate exemplary behaviour throughout the day.

Since the COVID-19 pandemic, the manager has provided staff with training and specific interventions to help them assess and support children's language development. This has been highly effective, and staff swiftly identify delay and make referrals to work closely with speech and language therapists. Children are eager to join in with small group work and extend their vocabulary as they guess and describe the items in the treasure box. In addition, staff focus on supporting children's physical skills and confidence. For instance, they provide children with plenty of space to practise pedalling bikes and to engage in activities that support early mark-making skills. Parents were keen to leave feedback for the inspection. They discussed how happy they were with their children's progress and how quickly they settled into the playgroup. Others stated that they felt accepted and how their children had 'made friends and been included immediately'.

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

- The manager and staff team have high expectations for all children. They ensure they get to know each child before they start by gathering detailed information about their likes, preferences and development. Staff use this information to plan tailored next steps and provide a bespoke curriculum that focuses on developing children's self-esteem, confidence and independence in preparation for starting school.
- A key strength of the playgroup is the way staff promote inclusion, difference and diversity. They celebrate their diverse community and teach children about being kind, respectful and accepting. Children show enjoyment in activities that help them to develop their understanding of who they are and the others around them. Staff support them to use the mirrors to think about their skin tones, and they skilfully use scissors to cut wool and make facial features.
- Children benefit from a strong focus on their developing communication and language skills. Staff complete individual, detailed assessments, which have recently been implemented as part of their new strategy to close any gaps in

children's development. They model clear words and actions to children to help them extend their vocabulary and use sentences. Children who speak English as an additional language are supported effectively and benefit from the focused group work in the quiet area of the playgroup.

- Staff are excellent role models for children, and they prioritise children's emotional well-being. Children, including those who are new to the setting, show that they feel safe and secure with staff. Staff use the visual timetable to help children learn their new routines and encourage children to work together and form friendships. Staff swiftly support children who struggle with bigger emotions and use calming, quiet voices to help them settle quickly.
- Children demonstrate high levels of independence, and staff encourage them to take an active part in their own self-care. For instance, children pour their own milk at snack time and know to ask staff for help if they need it. They wash their hands before they come to the table and know to find their name for the box before they sit down. Children show high levels of confidence and have good social skills. They invite visitors to sit with them at lunchtime and have excellent manners at the table.
- Staff teach children's emerging literacy and mathematical skills in a purposeful way throughout the session and build on children's existing knowledge. For example, young children find their names in the box that has pictures on it, and for children who are more capable, staff challenge them by removing the pictures to find just their names. Staff use numerals and mathematical language consistently. They introduce new shape names and help children to complete complex jigsaws. Children count with accuracy and show pride in their achievements.
- Children have a lot of fun in the playgroup. They enjoy imaginative play outdoors and sing 'The Wheels on the Bus' as they drive staff and their friends to the shops. Staff extend this and ask children to write their shopping lists on the clipboards before they go. Other children mix sensory items in the tuff tray and make cakes for staff and the group. They constantly talk to each other and share new ideas as they work creatively.
- Partnership working with schools and other professionals are excellent. Staff work very closely with teachers to find out what children need to learn and share detailed information. For instance, staff in the playgroup ensure that they have similar routines in their session as the Reception class. Teachers come to visit, and children can see their siblings in the school playground during outdoor breaktimes. Feedback from the headteacher of the school was very positive. She described children's transition to school as 'seamless' and felt this has had a very positive impact on how quickly children settle in.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY318188
<b>Local authority</b>	York
<b>Inspection number</b>	10354835
<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>	24
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Leeman Road Playgroup Committee
<b>Registered person unique reference number</b>	RP909860
<b>Telephone number</b>	01904 936330
<b>Date of previous inspection</b>	8 November 2018

## Information about this early years setting

Leeman Road Playgroup registered in 2006. The playgroup employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above, including the manager. The playgroup is open Monday to Friday, 8.30am until 3pm, term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Lorains

### Inspection activities

- 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 focus group activity.
- The inspector held a discussion with the manager in relation to the leadership and management of the playgroup. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- 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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