

# Glaisdale Playgroup

Glaisdale Primary School, Glaisdale, Whitby, YO21 2PZ



<b>Inspection date</b>	21 May 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff provide an exciting range of activities for children to access independently. Children are keen, enthusiastic learners. They make consistently good progress in every area of their learning.
- Staff use opportunities effectively to help children prepare for starting school. Children have very good levels of independence and self-confidence. They develop good mathematical skills and recognise their name in print.
- Staff know children and their families extremely well. They have developed excellent partnerships and know how to meet their individual care needs. Parents are very keen to leave positive feedback for the playgroup.
- Staff are very good role models for children. They use consistent praise and encourage children to be kind and respectful. Children's behaviour is very positive and they have developed close bonds with all staff members.
- The manager and staff team are caring, dedicated and committed to providing good standards of care and learning for children. The manager leads the team very well and seeks ways to drive forward improvements.

### It is not yet outstanding because:

- Staff do not use children's individual learning goals to sharply focus their teaching and plan activities for them to make rapid progress.
- Staff do not have a consistent approach in gathering detailed information about every child's prior knowledge and achievements when they first join the playgroup.

## What the setting needs to do to improve further

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

- sharply focus teaching during planned activities to help young children make rapid progress towards their individual learning goals
- extend ways to gather even more detailed information about every child's prior learning when they first join the playgroup.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the children and staff throughout the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's policies, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector obtained written feedback from parents, spoke to a group of parents during the inspection and took account of their views.

### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is highly experienced and has high expectations of the staff and children in the playgroup. She responds to feedback from parents and the local authority childcare worker to help continually develop the playgroup. For example, parents requested that children borrow books from the playgroup to read at home. The manager set up a library and children thoroughly enjoy sharing learning experiences with their family. The manager and staff team work in partnership very well. Meetings are held at the end of each session and the manager monitors staff practice on a daily basis which she uses to complete their supervisions. Staff attend a range of training, such as phonics, to help them develop their skills to work with children. Safeguarding is effective. The manager and staff team have clear procedures to follow if they have concerns about children's welfare. Regular fire drills are carried out with children to practise emergency procedures.

### Quality of teaching, learning and assessment is good

Staff complete observations of children's activities and use this information to plan for them to make good progress in each area of learning. For example, children show an interest in the recent wedding celebrations. They develop good literacy skills and an excellent understanding of the wider world as they look at newspapers for information and visit the local church. Young children show confidence in using information technology equipment with minimal support and enjoy developing physical skills outdoors. Staff share assessments of children's progress with parents on a regular basis. This helps to promote continuity and parents contribute their ideas. The impact of pupil premium funding for children is monitored and purposeful activities are developed.

### Personal development, behaviour and welfare are good

Children's welfare and well-being is central and paramount in the playgroup. Staff are highly responsive to children and support them sensitively with any emotional difficulties. Children show they feel safe in the playgroup and have an excellent understanding of how to manage risks for themselves. For example, they use the woodwork bench without support and understand the importance of walking safely to the church. Staff encourage children to take an active part in their own self-care and good health. For example, children wash their hands before chopping up fresh fruit for snack. They sit together to enjoy homemade meals for lunch and thoroughly enjoy being active outdoors. Staff provide a safe, stimulating environment for children and families. Parents speak very highly of the whole team and describe them as being, 'amazing, caring and professional'. They are extremely happy with the care their children receive.

### Outcomes for children are good

Children make consistently good progress in relation to their starting points, and gaps in learning have closed for children who receive additional funding. Older children show readiness for starting school and some have made excellent progress in their personal, social and emotional development. Younger children are supported to develop good communication skills and show emerging confidence in their own abilities.

## Setting details

<b>Unique reference number</b>	EY498125
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1043522
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	21
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Glaisdale Playgroup CIO
<b>Registered person unique reference number</b>	RP907584
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07975711727

Glaisdale Playgroup re-registered in 2016 and is run by a Charitable Incorporated Organisation. The playgroup employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3, including the manager and one member of staff who has qualified teacher status. The playgroup opens on Monday 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.

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