

# Killinghall & District Playgroup

Killinghall Village Hall, Otley Road, Killinghall, HARROGATE, North Yorkshire, HG3 2DW

<b>Inspection date</b>	05/12/2014
Previous inspection date	10/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff ensure children with special educational needs and/or disabilities receive additional support at an early stage, to support their development.
- Staff understand their roles and responsibilities regarding child protection, and the action to take if they have concerns about a child's welfare. As a result, children are safeguarded well from abuse.
- Staff have built partnerships with parents to promote children's care and welfare.

### It is not yet good because

- Staff do not consistently collect or use information from parents or their own observations to precisely track children's progress and make assessments of their development, to effectively plan activities to challenge all children in their learning.
- Staff do not always plan group activities effectively, taking into account all children's interests and learning styles. Consequently, some children become disinterested and their needs are not effectively met.
- The deployment of staff means sometimes they spend too much time setting up resources or preparing snack, taking them away from supporting the children's development.
- The process of self-evaluation is not robust and does not clearly identify priorities to secure continuous improvement.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the hall and the outside learning environment.
  - The inspector took account the views of staff, parents, carers and children spoken to on the day.
  - The inspector conducted a joint observation with the manager.
  - The inspector held a meeting with the manager and chair of the committee.
- The inspector checked evidence of suitability and qualifications of staff working
- within the playgroup, the playgroup's self-evaluation form, action plan and a range of other documentation.

## Inspector

Robert Roebuck

## Full report

### Information about the setting

Killinghall & District Playgroup was registered in 2001. The playgroup operates from the village hall in Killinghall, near Harrogate. It is a committee run playgroup. The playgroup serves the local area and is accessible to all children. It supports a number of children with special educational needs and/or disabilities. There is a fully enclosed area for outdoor play. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 21 children in the early years age range on roll. There are four members of childcare staff who work with the children, all of whom hold an appropriate early years qualification. The playgroup is open each weekday from 9am to 12 noon. The setting also opens on Thursday and Friday between 12 noon to 3pm, term time only. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure information obtained from parents about children's starting points, and observations carried out by staff, are used to form consistently accurate assessments of children's development, so activities and experiences planned for children are consistently challenging for them
- ensure group activities meet the needs of all children, by taking into account their interests and learning styles.

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

- strengthen how routines of the day are planned and organised so that staff are available more often to support children's development
- establish a robust ongoing process of self-evaluation to clearly identify areas for improvement, in order to set challenging targets and deadlines to secure continuous improvement.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children move freely between the available activities, which help to promote their learning across all areas. Staff provide a range of activities for children that cover all seven areas of

learning and support children's development in the prime areas. Staff carry out observations to assess children's progress and demonstrate a satisfactory understanding of children's needs. They liaise with parents to gain information about children's routines, abilities and individual needs to help them support children from the start. However, this is not consistently used to form robust, initial assessments of children's capabilities, in order to inform early planning for children so they are challenged effectively from the start. Consequently, planned activities are not always matched to children's individual needs and on some occasions do not offer suitable challenge to help them make maximum progress. There is too much reliance on whole group activities. This was highlighted in the previous inspection report and little progress has been made in addressing this issue. For example, children sit in a circle, listening to music and singing songs. This group activity does not take into account all children's interests needs. Consequently, some children find the activities mundane and this affects their behaviour as they lose concentration and become distracted.

Children are beginning to explore vocabulary because staff talk with them about what they are doing and encourage them to respond. For example, during snack time a practitioner models language and questions children about their choices of drink and fruit. She then explains 'you are all going to help me'. She helps children in turn to cut slices of cucumber, supporting their physical development and control. She offers support and encouragement saying 'good cutting'. She praises children for their perseverance, concentration and this develops their self-esteem. Staff ensure children with special educational needs and/or disabilities receive additional support at an early stage to support their development. This is facilitated by use of individual learning plans and strong links with other specialist professionals that provide support to the children both at home and at playgroup.

Parents share information about what they know their children are learning at home and regularly view their children's development records. However, information collected from parents before children start is not consistently used to support children's learning early on. Staff regularly share information with parents and professionals to support children's learning and development. Staff complete progress checks for children aged between two and three years, which highlights progress in all areas of learning and allow parents to comment on their child's progress. Children's records show that most are working within age related expectations and are learning the basic skills they need for school. This is further enhanced by good links with the local schools. For example, visits from Reception teachers help improve the quality of children's learning and development.

### **The contribution of the early years provision to the well-being of children**

Children are content and settled in their environment. Each child has a key person who helps them settle from the start. Children form warm, caring bonds with staff and each other. This allows children to develop confidence and self-esteem. Staff obtain information from parents, when children start, about established care routines. This enables them to provide an environment that the children feel safe and secure in. Children enjoy the time they spend at the playgroup and have made suitable attachments with staff. This helps them to feel valued, safe and happy. They are also confident in their interactions with staff

and each other. Most children are starting to understand the boundaries for their behaviour and respond to praise. For example, staff model good manners by emphasising please and thank you and praise children, saying 'well done'.

Children learn about a healthy lifestyle. Staff provide healthy food, such as fruit and vegetables for snack, and work together with parents to advise them on healthy options for children's lunch boxes. At snack time children are encouraged to choose their own fruit, vegetables and cheese. This helps children make choices and to learn which foods are healthy to eat. Staff reinforce the healthy eating messages through conversation as a member of staff sits with the children and encourages them to cut pieces of cucumber. Additionally, children are able to pour their own milk or water. Children's independence is promoted by the staff. For example, children are encouraged to develop their self-care skills, such as washing their own hands. These opportunities help children develop a good understanding of self-care and good hygiene. Children learn about safe practices as staff demonstrate how to use knives safely and support children in practising this themselves.

The playgroup has a range of indoor and outdoor resources that children can access independently so they build their confidence and self-esteem as they make choices in their play. Resources are well maintained and are age appropriate. However, on occasions too much time is spent by some practitioners away from the children, preparing snacks and setting up resources. As a result, staff support for children is not as strong as possible. There are excellent links with the local schools. Children become familiar with the school environment as they meet with Reception teachers. This prepares children for their move into the Reception class.

### **The effectiveness of the leadership and management of the early years provision**

Staff have an adequate knowledge of the learning and development requirements within the Early Years Foundation Stage, which is implemented within the setting. Staff play with children at their level and provide a running commentary as children play. Therefore, staff are supporting children's learning and development. The manager's monitoring provides a brief overview of children's progress. However, there has been little progress in improving monitoring of staff's assessments of children's development and this is not consistent or robust enough. As a result, assessments are not consistently accurate to be able to precisely identify all children's development and plan activities to support children to make good progress. As children's development files are not monitored on a regular basis and there are inconsistencies in the information regarding starting points, key persons do not plan effectively for children's needs and any gaps in learning are not always effectively addressed. In addition, the process of self-evaluation is not robust, as it does not prioritise areas for improvement in the quality of the provision and outcomes for children. As a result, challenging targets to secure continuous improvement are not set or monitored with any accuracy and not all recommendations have been addressed from the last inspection.

The manager understands her responsibility to implement the safeguarding and welfare requirements. She has policies and procedures that are effectively implemented to protect

the safety of the children. All visitors are asked to sign in and out of the building and there is a lock on the door to the playgroup to ensure children's safety. Children's arrival and departure is well monitored by staff to ensure that no unauthorised person enters the building and children do not leave unsupervised. This helps to keep children safe. Staff can identify the signs and symptoms of abuse and know the appropriate action to take if they have concerns about a child. All staff have Disclosure and Barring Service checks in place, indicating they are suitable to work with children. Staff regularly risk assess the environment and carry out daily checks to ensure that it is safe and suitable for children to be in. At least one member of staff who has a valid first-aid certificate is on the premises at any one time. This ensures that children are protected in the event of an accident.

The staff have formed trusting partnerships with parents. They share information with them about their children's progress. However, information obtained from parents on entry is not consistently used by staff to form a comprehensive initial assessment of the children's capabilities and interests. Parents comment that they are happy with the care their children receive. The staff have also formed successful partnerships with the local schools and share information about children's progress when they move to Reception class.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	963474
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	869558
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Killinghall & District Playgroup Committee
<b>Date of previous inspection</b>	10/07/2009
<b>Telephone number</b>	07745 592436

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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.

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