

# Killinghall & District Playgroup

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



<b>Inspection date</b>	3 November 2015
Previous inspection date	5 December 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
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

- Partnerships with parents are very successful. Parents provide very complimentary feedback and say that children make good progress. Staff gather extensive information from parents about children's achievements and interests at home. This helps them to plan precisely for children's individual needs.
- Children are self-assured and are supported well to develop positive relationships with others. Staff place a strong emphasis on supporting children to develop language and communication skills. This helps to prepare children for future learning.
- Children are provided with extensive opportunities to do things for themselves. For example, children chop fruit, set the table and serve themselves at snack time. This helps children to develop self-help skills and their independence.
- Managers are committed and enthusiastic. They evaluate practice well and use clear action plans to drive improvement. Feedback is sought from parents, staff, children and other professionals. This ensures that planned developments are relevant.

### It is not yet outstanding because:

- The systems for monitoring staff performance are not sharply focused enough on raising the quality of teaching to the highest level.
- Staff do not always provide children with the best possible opportunities to learn about different people, customs and faiths. This means that they have less opportunity to learn about the world in which they live.

## What the setting needs to do to improve further

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

- build on the systems for staff performance management to provide a better focus on improving staff's teaching skills
- provide more opportunities for children to learn about different people, family customs and faiths.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's records, evidence of the suitability of staff and a sample of documentation, including policies and procedures.
- The inspector held a meeting with the manager and discussed the setting's self-evaluation and improvement plan.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have completed child protection training and know how to record and refer concerns. Risk assessments are used effectively to identify and minimise potential hazards in the environment. Recruitment procedures are robust and ensure that staff are suitably checked and vetted prior to their appointment. The management team's commitment to continuous improvement is evident. They have successfully reviewed and improved practices in the setting since the last inspection. For example, staff use information from parents successfully to establish children's starting points. They plan the daily routine well and provide learning experiences that are well matched to children's needs. Staff are well qualified and appropriately supervised. They are provided with ongoing training opportunities which support them to deliver good quality learning experiences for children.

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

Children are eager to explore and learn. Toys and resources are organised well so that children can make choices and lead their own play. Staff use skilful interactions to enhance and extend children's learning. For example, children play imaginatively and pretend to make a jail for the cars. They attempt to block the exits using wooden bricks and planks. Staff playfully demonstrate flaws in the design and encourage children to think about alternative ways of making the jail secure. This helps children to solve simple problems superbly. Staff model conversation and ask a range of questions to help children express their thoughts and ideas. They provide opportunities for children to handle tools safely as they remove the flesh from pumpkins. This creates a sensory experience for children and helps them to gain physical skills. Staff use observation well to find out what children can do already and plan for their next steps. They monitor children's progress effectively and include parents in the assessment process.

### Personal development, behaviour and welfare are good

Staff have created a friendly and welcoming environment. They know children well and develop strong relationships with them, through an effectively managed key-person system. Staff work closely with parents to provide children with consistent care routines. This helps children feel secure and settle well. Children are sociable and are encouraged to be respectful to one another. Staff promote good behaviour through positive reinforcement and praise. They encourage children to take turns fairly and help them to deal with minor disputes amicably. Children benefit from opportunities to play and exercise outdoors. They are provided with healthy snacks and nutritious meals. This contributes towards their physical well-being. Staff have developed good links with other settings and exchange information with them to promote continuity of children's care and learning.

### Outcomes for children are good

Children make good progress from their starting points. Staff are deployed well and skilfully interact with children to help them develop personal and social skills. This helps children acquire key skills and prepares them well for later moves to school.

## Setting details

<b>Unique reference number</b>	963474
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1029630
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Killinghall & District Playgroup Committee
<b>Date of previous inspection</b>	5 December 2014
<b>Telephone number</b>	07745 592436

Killinghall & District Playgroup was registered in 2001. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above, including two with Qualified Teacher Status. The setting opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon on Monday, Tuesday and Friday and 9am to 3pm each Wednesday and Thursday. The setting provides funded early education for three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, 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 [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

