

Brayton Headstart Playgroup

Brayton College, Doncaster Road, SELBY, North Yorkshire, YO8 9QS

Inspection date

Previous inspection date

28/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff provide an interesting and challenging range of play and learning activities for children. They confidently support children to make good progress in their learning through a very effective balance between activities that they choose for themselves and those that are led by adults.
- Children's health, well-being and learning are very well promoted by being able to spend quality time outdoors.
- Strong relationships with parents are based on good communication and very effective information sharing.
- Staff are proactive to keep children safe. They are extremely vigilant to ensure that any unauthorised person is prevented from entering the building and that children cannot leave unsupervised during drop-off and collection times.

It is not yet outstanding because

- The playgroup has a limited variety of resources to extend children's recognition that a range of technology, with different functions, are used in our daily lives.
- At times the organisation of group time at the end of the session is not always fully effective in enhancing the listening and attention skills of all children.
- Older children are not able to fully develop higher levels of responsibility because they cannot freely choose the resources they want, and are not sufficiently encouraged to take the initiative in routine tasks, such as tidying up.

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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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector conducted a tour of all of the areas children use, in the nursery and outdoors, accompanied by one of the managers.
- The inspector spoke with children, staff, parents, grandparents and both managers.
- The inspector observed staff and children during a varied range of indoor and outdoor activities.
- A discussion and a joint observation of the effectiveness of a whole group story time was carried out by the inspector and a manager.
- The inspector held a meeting with one of the managers and provided feedback at the end of the inspection to both managers.
- The inspector looked at a range of documents, including evidence of the suitability of staff to work with children, the self-evaluation record, a sample of children's files, policies, procedures and other records.

Inspector

Jackie Phillips

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Full report**Information about the setting**

Brayton Headstart Playgroup opened in 1967 and re-registered in 2013 on the Early Years Register and the compulsory part Childcare Register. It is registered as an incorporated company with the Charities Commission and is run by a voluntary committee made up of staff and parents. The playgroup operates from a single-storey modular building in the grounds of Brayton High School, on the outskirts of Brayton, near to Selby, North Yorkshire. It serves children living in the local and wider community. There is an enclosed area available for children's outdoor play.

The playgroup operates Monday to Friday during term time only. Morning sessions are from 9am until 12 noon and afternoon sessions are from 12.30pm until 3pm. Children attend for a variety of sessions. A lunch club operates between 12pm and 12.30pm. There are currently 53 children on roll, all of whom are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

The playgroup employs eight members of staff. There are two managers with shared and specific responsibilities. One holds Early Years Professional Status and the other holds an early years degree. There are four members of childcare staff who are qualified at level 3, one at level 2 and one member of staff who is unqualified. The playgroup is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- develop further the educational programme for understanding the world, so children benefit from opportunities to learn about technology, for example, by providing a range of programmable and mechanical toys and equipment
- review the arrangements for group story time at the end of the session to further enhance all children's listening and attention skills
- consider ways to enhance children's independence and sense of responsibility, for example, by encouraging them to tidy up after themselves without prompting, and enabling them to make informed choices about toys and resources in storage that they might prefer to use.

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Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Staff confidently plan and provide children with a broad, interesting and challenging range of play and learning activities. The play sessions include a good balance between activities that children choose for themselves and those that are led by adults. There are very good opportunities for children to learn, both inside and outdoors. This includes during different weather conditions so that children experience play in, for example, the wind and the rain. This shows staff know how to promote the learning and development of young children through use of a rich and wide variety of learning experiences that include the natural environment. It also shows they appreciate that children learn in different ways. Staff ask children lots of questions, which helps them to find out what children know and understand. For example, they ask children questions such as 'What do you think about...?', 'What might you need to wear before you go out in the rain?' and 'Is it bigger or smaller'. This means children are invited to think, share their ideas, solve problems and make suggestions. As part of an activity making and painting Chinese lanterns, staff challenge children to think about how they can 'fix' their lanterns together. This shows they are supporting children to think critically and to take an active part in their learning. Consequently, the quality of teaching and children's learning is good.

Strong relationships with parents are in place, and are based on frequent and very effective information sharing. There is a good emphasis and focus to involve parents in children's learning, so this can be continued at home. In particular, parents join with staff to celebrate children's achievements. They do this by writing comments on a cut-out star shape attractively displayed to inform everybody of their children's efforts and achievements. Staff observe children and make assessments of their progress. They take photographs, store examples of work and record information in children's individual files that staff call 'learning journeys'. These records are very interesting to read and provide a clear picture of the stage children are at and the progress they are making in their learning and development. It is particularly useful for staff and parents that initial assessments are made of children when they first commence at the playgroup. This helps them to assess each child's starting points on which to base their understanding of need and initiate target setting to support each child to make progress. Staff evaluate their recordings of what they see children do, learn and talk about so that the 'child's voice' is recognised as an important contributor to the observation, assessment and planning process. This shows that children's individual needs and interests are taken into consideration.

Children learn about a wide range of cultural and traditional events and festivals. This helps them to understand about the diverse world in which they live. For example, during Chinese New Year celebrations, children make lanterns using paper, scissors and lots of red paint. They look at Chinese symbols and create their own using red liquorice lace, which they place on the top of biscuits that they decorate with white icing. For snack they taste prawn crackers with dips and experience the surprise of opening fortune cookies. This means that children learn about cultural celebrations based on meaningful activities and experiences. Around the setting are simple words in a number of different languages.

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This is because the nursery staff appreciate the benefits of sharing information about culture and language. Story time at the end of the session is not well organised, which means that it is sometimes difficult for children to practise their listening and attention skills.

Staff provide opportunities for children to learn through their senses. They stimulate children's natural curiosity by enabling them to explore and investigate, for example, using mud, sand, water, play dough, rice and taking part in tasting activities. Children express themselves through, for instance, arts and crafts, imaginative play, stories and music. A computer is available for children to use and they do so confidently. However, there are few other resources to help children gain an understanding of everyday technology. In general, children are encouraged to become confident and independent and are able to practise and refine a number of skills that they will need to be prepared for their future learning.

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

Children frequently use the outdoor space, supporting their health and well-being. The enclosed garden areas are used regularly throughout the day and children transfer between inside and outdoors independently and according to their own choice. There are a large number of very exciting resources that encourage children to be active and imaginative. For example, there are crates, tyres, construction, paint materials and different lengths of plastic piping. The manager has plans to develop the garden further, which include parents' ideas. Children are busy, active and well occupied, and because of this they behave well. They get involved in tidying up, but this is when prompted by an adult rather than when they have finished with the toys they have been playing with. The regular rotation of toys and resources, the majority of which are at child-height, means that, in general, children are easily able to make their choices from the range available. However, some resources are in storage so children cannot see them in order to make fully informed choices about the resources they want to use.

The playgroup is welcoming, stimulating and inviting. Defined areas for children to use are evident, helping them to develop confidence and independence and to make links in their learning. This supports children's all-round development and their emotional well-being. When children first start at the playgroup they are given time to settle in and adjust to the new environment. A well-embedded key person system is in place that supports children to feel safe and secure. It also promotes effective relationship building with parents. Children learn about safety through routine procedures, such as practising the evacuation procedure so they know what to do in an emergency. They also listen to staff, who remind them about simple safety rules, such as not running indoors. Staff and parents regularly exchange information to ensure children's individual needs are well met.

Staff are good role models. They place themselves around the indoor and outside areas very well to maintain good supervision of children in order to keep them safe. While they engage and interact with children well, they also allow children to develop independence and confidence. For instance, children are encouraged to have their snack at a time to suit themselves and to manage their personal care and hygiene needs in the bathroom

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independently. Staff sit with children at lunchtime and talk to them, creating a relaxed social occasion. They discuss making healthy food choices, which helps children to learn about the importance of adopting healthy lifestyles. Staff work with parents by providing lots of information about the inclusion of healthy food options in children's lunch boxes. These are safely and appropriately stored in a refrigerator until required.

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

The playgroup is secure. During times when parents and their children are arriving at and departing from the playgroup, staff are extremely vigilant to ensure that any unauthorised person is not able to enter the setting nor any child able to leave unsupervised. Effective safeguarding arrangements are in place, including the checking of the suitability of staff to work with children. All staff attend safeguarding training so they understand the action to take and whom to contact if they have any concerns about a child's welfare or well-being. Appropriate written safeguarding procedures and guidance are in place, including a safeguarding policy, safe recruitment procedures and risk assessments. This helps to ensure a safe environment for children and to reduce risk or hazards.

The playgroup has in place a varied range of written policies and procedures which are shared with parents and are regularly updated to ensure that they remain effective. The well-established and well-qualified staff team have good access to support from the two managers who regularly work alongside them to supervise, monitor and assess their working practice. The two managers, who form a relatively new management partnership, work very well together. They review and monitor the provision for children and have a clear vision for future improvement.

Good relationships with parents, external agencies and other providers help support children and families effectively. Parents and grandparents spoken to during the inspection are highly satisfied with the playgroup. In particular, they feel they are kept well informed and about their child's progress and learning. Parents are actively welcomed into the playgroup to stay and play with their children. They are given good information about community issues, such as drop-in sessions at the local children's centre, library services and health visitor contact details. There is a strong recognition of the importance of fostering effective partnerships to ensure children's needs are met, including links with local schools. Evaluation of plans for the playgroup's future development and improvement takes into account the views of parents and children to provide a comprehensive view of the strengths and weaknesses the provision.

The Childcare Register

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

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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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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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

Unique reference number	EY461356
Local authority	North Yorkshire
Inspection number	931946
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	53
Name of provider	Brayton Headstart Playgroup
Date of previous inspection	not applicable
Telephone number	01757291191

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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

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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.

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