

Inspection of Driffield Methodist Playgroup

Methodist Church Hall, Westgate, Driffield, East Riding of Yorkshire YO25 6TJ

Inspection date: 2 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at this small, friendly pre-school. They soon settle into the morning routine and become engaged in their learning and play. Children show that they feel happy and safe in the nurturing environment that is created here. For example, toddlers snuggle comfortably with staff when tired, and they go willingly to have their nappies changed.

Children become confident learners. They join in enthusiastically with the activities. They are learning to listen to the adults and heed what they say. This promotes their learning, their behaviour and their well-being. For example, staff help them to notice potential hazards as they play on the slide. Children go on to organise themselves into a queue and check there is no one at the bottom before they set off. They also learn to line up after snack and help to count how many children there are.

Staff regularly monitor children's progress across all areas of learning and development. They know the children and their families very well. They work closely with other professionals and parents to enable a consistent approach to children's continued good development.

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

- There have been changes at management level. However, the strong staff team has worked hard to minimise disruption to children and their families. Procedures to deputise work well in practice. Leaders welcome the regular support from the local authority. Parents confirm that staff have provided continuity for their children and that changes are already improving aspects of the provision.
- Staff plan and provide a flexible curriculum that successfully meets children's interests and individual learning needs. Staff consider all ages and learning needs when planning the shared use of the premises and resources. For example, staff help younger children to learn the words they need to talk about stirring and mixing the oats. They help them to practise standing at the table to help. Older children make pretend porridge, and they refer readily to their focus book, 'Goldilocks and The Three Bears'. Staff encourage children to use mathematical language to compare heat, shape and size.
- Children's language is sensitively supported. Staff help younger children to name animals and to enjoy making animal noises. Learning is sequenced effectively. For example, staff help children practice a 'sh' sound so that they can learn to say 'sheep'. Older children are very confident communicators. They are keen to talk to adults about what they like to do at playgroup. For example, they talk excitedly about the sunflowers they planted and explain that they need water and sunshine to grow. However, staff do not often use the language of

education, such as 'learn', 'practice' or 'find out', with each other, with children or with parents. This slightly reduces the focus on, and the joy of, learning.

- Staff use the well-planned outdoor area successfully to benefit children's learning, development and well-being. Children develop their strength and balance as they dig in the garden area or build themselves a slide with the soft blocks. They enjoy circle games and sometimes choose to look at a book or paint spring flowers. Children enjoy their learning outdoors in the fresh air.
- Routines are used well to support children's behaviour, learning and good health. There have been useful improvements since the last inspection. Even the youngest children come confidently indoors and settle quickly for their short group time. Their settled behaviour shows that they know what is going to happen next. Older children also organise themselves ready for snack and manage their own personal hygiene. They explain that they always wash the germs off their hands so that they do not become sick. They capably cut their own fruit and pour their water to drink. They hand the plates around to their friends and are reminded to say thank you. However, occasionally, older children become a little unsettled as snack time ends and the learning potential is reduced.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- provide an even greater focus on the learning that takes place at all stages of curriculum planning and delivery
- continue to review routines to establish the possible cause of any unsettled behaviour.

Setting details

Unique reference number	314615
Local authority	East Riding of Yorkshire
Inspection number	10395909
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	39
Name of registered person	Driffield Methodist Playgroup Committee
Registered person unique reference number	RP901895
Telephone number	01377240080
Date of previous inspection	4 June 2019

Information about this early years setting

Driffield Methodist Playgroup registered in 1973 and is located in Driffield. The playgroup employs eight members of childcare staff. Of these, the majority hold appropriate early years qualifications at level 3 or above. The playgroup opens on Monday to Friday, from 9am to 3pm. It is open during term time only. The playgroup provides government funded childcare.

Information about this inspection

Inspector

Pat Edmond

Inspection activities

- The inspector observed children taking part in a range of activities both indoors and out and discussed their learning with staff.
- The inspector spoke with the acting manager, directors and staff during the inspection. Parents and children also contributed their views and these were taken into account.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the acting manager.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities and about those with individual care needs.
- The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the provision and a range of other documentation required for the safe and effective management of the provision.

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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