

# Hunsworth Community Playgroup

Inspection report for early years provision

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| <b>Unique reference number</b> | 311381            |
| <b>Inspection date</b>         | 20/10/2008        |
| <b>Inspector</b>               | Helene Anne Terry |

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| <b>Setting address</b> | Hunsworth Community Centre, Green Lane, Hunsworth,<br>Cleckheaton, West Yorkshire, BD19 4DZ |
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| <b>Type of setting</b> | Childcare on non-domestic premises |
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Hunsworth Community Playgroup was registered in 1981 and operates from the Hunsworth Community Centre, in Cleckheaton, West Yorkshire. It is a non-profit making registered charity, and caters for children from the local community and surrounding areas. The setting is managed by a voluntary committee. The playgroup children have access to a spacious open-plan room, suitable toilet facilities and an outdoor play area. Access to the provision is via the front entrance. This provision is registered by Ofsted on the Early Years Register.

A maximum of 25 children may attend the playgroup at any one time and it is open each weekday morning from 09.30 to 12.00 and Monday afternoon from 13.00 until 15.30 term-time only. There are currently 26 children in the early years age group on roll; of these children, 11 receive funding for nursery education. The setting currently cares for children with learning difficulties.

The setting employs three members of staff; two staff hold appropriate early years qualifications. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Children are making good progress through the Early Years Foundation Stage and are supported very well by staff, who are effective as a team. Policies and procedures that underpin the setting are satisfactory. Staff are sensitive and supportive which means children are happy, settled and confident within the setting, developing a strong sense of self-worth. Staff know the children very well and are effective in identifying children who need additional support to reach their full potential. The setting works closely with other professionals to support children with specific needs. Systems to promote continuous and ongoing improvement are satisfactory and enable positive change.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure that all policies and procedures are reviewed regularly to reflect current legislation including the system for recording complaints
- provide information for parents to enable them to extend the activities and learning at home.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a clearly defined procedure for the emergency evacuation of the premises is available in all playrooms used by the children.

27/10/2008

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

Staff work well together as a team and are all encouraged to contribute ideas and share tasks and responsibilities. All the necessary written policies, procedures and records are in place to support children's welfare; however, these are not reviewed regularly to ensure that they are up to date with the current legislation. For example, the system for recording complaints is lacking in detail. Effective procedures for safeguarding children ensure the suitability of staff, such as recruitment and induction processes, regular training opportunities, meetings and appraisals. Staff are well deployed and effective risk assessments mean that children are supported, safe and supervised well in the activities. Although children take part in regular fire drills, a fire evacuation notice was not displayed in the playroom currently being used by the children. This is potential hazard for the children and visitors to the setting and is a breach of regulations. Staff have a good understanding of child protection issues, therefore children are well protected.

Systems for self-evaluation are satisfactory. The views of parents and staff are sought at parent evenings and committee meetings. These are supported by informal discussions and are all enabling management to help identify weaknesses and build on strengths to promote improvement. For example, they are building on the Early Years Foundation Stage and wish to obtain some new furniture and equipment. The recommendations made at the last inspection have been effectively addressed to improve the welfare and education of the children.

Positive relationships have been established with parents and are ongoing to enable all parties to work together to promote the individual care and learning needs of each child. Parents are made aware of the aims and practices through noticeboards, regular newsletters and access the setting's policies and procedures. Parents are encouraged to become involved in their child's learning through helping out in the sessions on a regular basis. They share what they know about their child's development when their child first starts the setting. They have access to their children's records of assessment, discuss informally with staff about the progress being made and have the opportunity to meet formally with their child's key person once a year. However, parents are given limited information on how to extend their child's learning at home. Partnerships with other early years settings that children attend are being developed. Staff have good links with the local school; they receive visits from the reception teacher and children's development records are shared. As a result, continuity of care and development is promoted.

## **The quality and standards of the early years provision**

Children are making good progress across all areas of their development towards the early learning goals. Children are happy and settled and those who have recently started to attend are given extra support by staff to enable them to settle quickly. Caring, warm relationships between staff and children are evident. As a result, children develop a sense of belonging. Resources are freely accessible for children to enable them to help themselves; therefore, children begin to develop

self-confidence and independence skills. Staff plan and provide interesting opportunities that address individual children's needs and interests. Staff's observations of the children are used to inform each child's individual learning plans. Child-led and adult-initiated activities are evident and staff use spontaneous activities to challenge and extend learning. For example, children sat around the dough table enjoyed singing, 'Five currant buns in the baker's shop', as they made buns and used simple subtraction as they took the buns away. They also identified shapes as they moulded the dough. A painting activity progressed into mixing colours as children identified colours that they had made. Staff also ensure that children are valued and their differences and similarities are respected. For example, staff used a puppet to talk to children about why some people need to wear glasses. Activities are differentiated for the different abilities of children. This is evident as children experiment with emergent writing skills; more-able children write their own names whilst younger children use their fingers to paint over letters.

Children's personal, social and emotional development is a strength of the setting. During registration time they sit and listen for their names and say good morning. They share and take turns well and enjoy helping staff with little tasks, such as wiping down the tables before snack time. They also manage developmentally appropriate tasks as they pour their own drinks and make choices of their preference for different fruits and drinks.

Children's welfare is promoted well, with effective systems in place to ensure children are safe and healthy. They take part in regular fire drills and learn to use play provision and equipment safely through reminders from staff, such as no running indoors in case they slip. Children also learn how to be safe outdoors; for example, through activities and role play they learn about road safety. This means children are developing an awareness of potential hazards around them and are able to make a positive contribution towards keeping themselves and others safe. Beneficial routines and practices mean that children are forming positive habits to encourage them to follow healthy lifestyles. They enjoy healthy snacks and drinks and enjoy growing their own fruit and vegetables in the allotment. Children then have the pleasure of eating their produce at snack times. Children have regular access to the outdoor play facilities to promote their growth and physical skills.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

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| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | Good         |
| How well does the provision promote inclusive practice?   | Good         |
| The capacity of the provision to maintain continuous improvement.   | Satisfactory |

### Leadership and management

|   |              |
|---|--------------|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | Satisfactory |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Satisfactory |
| How well does the setting work in partnership with parents and others?                            | Good         |
| How well are children safeguarded?  | Good         |

### Quality and standards

|   |              |
|---|--------------|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | Good         |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | Good         |
| How well are children helped to stay safe?  | Satisfactory |
| How well are children helped to be healthy?   | Good         |
| How well are children helped to enjoy and achieve?  | Good         |
| How well are children helped to make a positive contribution?   | Good         |
| How well are children helped develop skills that will contribute to their future economic well-being? | Good         |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.