

# Pentland Road Playgroup

Inspection report for early years provision

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**Unique reference number** 311397  
**Inspection date** 10/12/2008  
**Inspector** Janet Taylor

**Setting address** Pentland Road, Dewsbury, West Yorkshire, WF12 9JR

**Telephone number** 01924 325305 or 07877 794830

**Email**

**Type of setting** Childcare on non-domestic premises

## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Pentland Road Playgroup has been registered since 1993 and is a committee-run organisation. The group is situated in the Saville Town area of Dewsbury and serves families from the local and wider community. There are good transport links to surrounding areas, and shops, parks and schools are within walking distance. The group is part of a nursery school that shares a campus with a shared care facility and a health centre. It is based in a community room within Pentland Road School. The children have use of one room, with their own adjacent toilet and kitchen facilities, and access to the outdoor play area of the nursery school. The ground floor accommodation has steps at the main entrance, so wheelchair access is difficult.

The group opens daily during school term times. Sessions run between 09.00 and 11.30. The group is registered for up to 21 children. Currently, there are 13 children from two years to four years on roll. The group welcomes children with learning difficulties and/or disabilities, or those who speak English as an additional language.

There are three members of staff who work with the children, two of whom have a recognised childcare qualification. The group is a member of the Pre-School Learning Alliance and they receive advice and support from the local authority. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

The setting provides satisfactorily for all children in the Early Years Foundation Stage, whatever their individual needs. Very good relationships exist between staff and children and the play environment is light and modern with a good range of play experiences, although children's independence is not always promoted well enough. Children and families who speak English as an additional language benefit from the bilingual skills of all staff. There are good relationships with the host nursery school, while the Pre-School Learning Alliance and the local authority provide good support. Child protection training and policies are not up to date and there is no formal self-evaluation by the leadership, although overall, there is satisfactory capacity for continuous improvement. Staff miss opportunities to extend children's skills through play across all the areas of learning and there are no systems to assess, monitor or record how well children learn or that involve parents in these elements of children's development.

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

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

- ensure that children develop their language and communication skills, experience writing, words, numbers and their values within play activities to

- support their learning
- ensure that children can carry out personal tasks independently
- ensure that all staff have child protection training and that the policy is brought up to date and agreed by the management committee, playgroup staff and is shared with parents
- take the necessary steps to embed a system of assessment that addresses the early learning goals, ensure that staff monitor and record the progress of all children on a regular basis, date all entries and involve parents in this process
- implement a system of self-review in consultation with the management committee of the provision.

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

The provision is managed by a volunteer committee. The able deputy leader and enthusiastic members of staff support the experienced playgroup leader well. All staff in contact with the children undergo the appropriate vetting checks and are suitable to work with children. Both the leader and deputy are well qualified for their posts. The Pre-School Learning Alliance and the host nursery school provide good opportunities for staff to further their own professional development. Leaders do not complete any formal evaluation of the provision, although staff have recently received training in this area. As a consequence, the management do not identify clearly enough the setting's strengths and areas to develop. Some recommendations from the previous inspection remain unaddressed. There is no system of risk assessment so some potential hazards are not identified. The child protection policy is out of date and is not shared with parents. Some staff lack recent training in child protection procedures. Some of the information in the parents' prospectus is also out of date.

Relationships with children and their parents are very strong and parents confirm that they value the provision. However, there is no newsletter for parents and, as a result, parents are not well enough informed about the playgroup's routines and events. Good links with other early years' providers support the provision.

Children are emotionally secure in this environment, they settle quickly and make strong bonds with staff and especially with their key worker. However, children do not experience enough opportunities to develop their skills in the six areas of learning. This inhibits, for instance, children's speaking, listening and basic skills' development.

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

Some very young children attend the playgroup. All settle happily and enjoy their playgroup experiences. They co-operate and behave very well, and establish firm foundations for their future well-being. Bilingual staff support children well as they learn to speak English as an additional language. Experienced staff know these children very well. Even so, practitioners do not assess children's skills when they join the setting nor do they assess children's progress against the education goals

set for children this age. There is a good range of play experiences on offer and staff support children closely in what they do. Sometimes, this support is excessive in that children do not always think and act for themselves and do not need to use their communication skills. Staff too readily support children in self-help tasks such as dressing, eating and washing and do not give children responsibilities to develop further independence.

Children eat a healthy snack and there is water available, although children cannot help themselves to this. They have an increasingly clear understanding of how to live healthily. Children enter and exit the setting via a side door which has access to the school car park a few yards away. Staff are aware of this potential hazard and supervise children carefully on their journey to the playground. The kitchen door is not secure enough to ensure children's safety.

Thoughtful displays of children's work raise children's self-esteem and children take pride in their work. Planned play activities do not currently reflect the basic skills that children require. Children enjoy informal singing times and join staff to play musical instruments or to share a book in the book corner. The shared outdoor play area has an extensive array of large equipment and play materials to stimulate children's physical skills. This brings the added bonus of the playgroup children having the opportunity to play co-operatively with children attending the nursery school, as both groups play and learn together outdoors.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 3 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 3 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?  | 3 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 3 |
| How well are children helped to stay safe?  | 3 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 3 |
| How well are children helped to make a positive contribution?   | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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.