

# Grange Moor Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	311399
<b>Inspection date</b>	05/03/2009
<b>Inspector</b>	Sarah Hicks
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<b>Type of setting</b>	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).

## Description of the setting

Grange Moor Playgroup is run by a voluntary committee of parents and staff from the local village school. The group registered in 1996 and operates from a self-contained portable building in the grounds of the local village school. It is registered on the Early Years register and is situated in a quiet village location, with some public transport links to the surrounding areas of Dewsbury and Huddersfield. All children share access to a secure enclosed outdoor play area. The group is open each weekday from 09:10 to 12:10, term-time only. A maximum of 24 children may attend the group at any one time. There are currently 21 children on roll aged from two years to four years, of these, 15 are in receipt of funding for early education. Children attend from the local area. The group has systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The group employs three members of staff, of these, two currently hold an appropriate early years qualification and one is working towards a qualification. The nursery is a member of the Pre-school Learning Alliance.

## Overall effectiveness of the early years provision

Overall the quality of provision is good. Children are keen to begin their day in this welcoming, inclusive playgroup, which parents also value highly, saying their children 'can't wait to play and learn here with their friends'. A safe, nurturing environment ensures their children are happy and learn, play and explore together through a range of interesting play activities. Systems to help monitor and review the provision are developing well and the new, enthusiastic manager demonstrates a strong commitment to further improvement. She is fully aware of the need to enrich the outdoor curriculum, and also develop the new systems put in place to observe and assess each child's achievements to ensure good progress in all areas of learning. The voluntary committee works closely with the manager and her dedicated staff, who are committed to developing their skills further in effectively promoting children's overall care and welfare.

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

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

- develop further systems to observe and assess children's achievements to effectively plan the next steps in their learning
- explore opportunities to enrich the outdoor curriculum
- ensure all adults use questions effectively to extend children's learning.

## The leadership and management of the early years provision

The new manager has a good understanding of the Early Years Foundation Stage framework and, together with her dedicated team, is committed to developing

both skills and expertise through regularly attending courses and training sessions. This is impacting positively on children's learning experiences, which are improving as a result. New systems to assess children's progress are now in place and are beginning to be used effectively to plan children's next steps, though the manager recognises that this is a priority for further development to ensure all children learn and develop well in all areas of learning indoors and outdoors. The manager leads the playgroup enthusiastically and receives good support from her staff. Systems in place to evaluate the quality of provision are developing well and the recommendations made at the last inspection have been fully implemented. This demonstrates the setting's commitment to improving its service to all children. The playgroup has rigorous procedures to ensure that all staff are suitable to work with children. Regular risk assessments are undertaken and children's safety and welfare are well protected. A successful drive by leadership has improved relationships with parents, providing more opportunities to be involved in their children's learning. Parents talk of the 'brilliant' communication and say they 'get to know everything'. There are good links with the primary school, which ensures children feel secure in taking their next steps after playgroup. The playgroup has clear policies for ensuring children's welfare and promoting learning. These are fully available to parents and ensure they feel their children are well cared for and safe in this 'happy place to learn'.

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

Good relationships with staff, high quality care and a range of interesting activities ensure children settle quickly and happily into their morning playgroup. Effective planning supports children's development in most areas of learning well and children are given opportunities to connect their learning. For example, children brought family photos to describe and share. They then proudly stuck these onto their paintings of 'family trees'. Outdoor learning is limited at present but there are plans to develop this further to ensure children have more opportunities to be excited by their learning in the safe outside play areas.

Children's welfare is promoted well. Good hygiene routines are in place and children are very clear about these routines. As one child said 'It's snack time, wash hands!' They have good opportunities to learn about keeping healthy and children eat healthy snacks each day. These are also opportunities to taste and enjoy new experiences. For example, children enjoyed feeling the texture of their pineapple snack and describing the new skinless pineapple shape!

A focus on modelling positive behaviours together with a good level of care supports children's personal, social and emotional development well. Differences are also celebrated in this inclusive setting and as a result children usually play and learn happily together. There is a good balance of activities led by adults and those initiated by children. Adults sensitively support children but opportunities are sometimes lost to ask open-ended questions which make children think for themselves and quicken the pace of their learning. Praise is used effectively to ensure all children taste success. This results in confident, happy children, who enjoy their time at playgroup. As one parent said 'My child never wants to leave.'

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2

### 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>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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 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 registration.

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.