

# Marsden Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	311293
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<b>Inspector</b>	Janet Skippins

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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*.

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## **Description of the setting**

Marsden Playgroup was registered in 1966. It is managed by a committee of parents. It operates in the ground floor premises of a mill. Children are accommodated in one room with access to an enclosed outdoor area. The playgroup is registered on the Early Years Register. A maximum of 24 children may attend the playgroup at any one time. There are currently 58 children aged from two to five years on roll, some on a part-time basis. The playgroup supports children with special education needs and/or disabilities. It is open each weekday from 8.45am to 11.30am, from 11.30am to 12.45pm for a lunch club and from 12.45pm to 3.30pm on Mondays, Wednesdays and Fridays during term time. There are five members of staff who work directly with the children, all of whom hold relevant childcare qualifications. The playgroup is a member of the Pre-School Learning Alliance. The playgroup achieved accredited quality assurance from the Pre-School Learning Alliance in 2003 and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled at the playgroup and benefit from a warm and welcoming environment. They are making good progress towards the early learning goals and their welfare is promoted well. However, their independence is not always fully encouraged. The provider is able to assess the setting's strengths and weaknesses, and has a positive attitude to improvement, although their self-evaluation is in development. All documentation for the safe and efficient management of the setting is in place. Parents have a high level of involvement with the playgroup.

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

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

- review the arrangements for children to access their outdoor clothing to support the development of their independence
- continue to develop the system for self-evaluation.

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

The manager and staff have a good knowledge of safeguarding children. There is a clear, detailed policy in place and the playgroup works well with parents, ensuring that the welfare and protection of children is a high priority. Staff vigilance ensures that visitors are closely monitored and adults working with children are suitable to do so. The playgroup premises and outdoor area are safe because detailed written risk assessments are used effectively. Children are taught to be safety conscious, for example, by learning about road safety when on outings. Also, some children

bring a packed lunch to playgroup which they eat at a lunch club at the local junior and infants school. They are familiar with the routine of walking to and from the school, wearing high visibility jackets and holding on to a ring. The rings are attached to a rope which is held by members of staff. When asked why they are doing this some of the children replied that it is so that they stay safe.

The setting runs very smoothly on a day-to-day basis, with staff having a clear understanding of their roles and responsibilities. Resources are used well to ensure the children have all the equipment they need. Consequently, all the areas of learning are covered continuously. The stimulating environment both indoors and out helps children progress well towards the early learning goals. Staff have gained a high level of knowledge and understanding of the Early Years Foundation Stage through attending training. They put this knowledge into practice by planning a good range of stimulating activities based on children's interests. This results in the children showing a positive attitude to their learning, and having good levels of achievement in relation to their starting points and capabilities. The playgroup is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. There are well-established channels of communication between the playgroup and the school and nursery where some children attend part time, which maintains continuity for the children. There are highly positive partnerships with parents. Relationships of mutual trust are maintained because parents are made to feel welcome when they bring their children to playgroup. Most parents take turns to help at the playgroup and some join the management committee. Parents say they are very happy with the playgroup. They say they find the staff very approachable and feel they can stay and settle their children for as long as necessary.

At the last inspection recommendations were made. The playgroup was asked to review the presentation of snacks to prevent risks of cross contamination and encourage the children to learn about good personal hygiene and self-care at snack time. Children are reminded to wash their hands, before preparing or eating snacks, through reminders from staff and posters which are displayed at their eye level. They help themselves to fruit, vegetables and bread sticks, with drinks of water or milk, which are attractively set out. It was also suggested that the sun protection policy was reviewed to ensure risks to children were minimised. This has been given attention and parents and staff ensure that children wear appropriate clothing and sun cream to protect them from the dangers of the sun.

The playgroup is starting to use a formal self-evaluation system; however, they are working with support from the local authority to develop this further and complete an action plan. The playgroup staff and committee are aware of the strengths and weaknesses of the playgroup. For example, they know the action plan will include purchasing of resources for the further development of the outdoor area. This demonstrates the playgroup's commitment to continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children's learning and development are good in relation to their starting points and capabilities. Children are confident and learning independence and social skills. They are well motivated, very happy and settled in playgroup. The environment is mainly well organised in clearly defined areas and the children have sufficient space to move about freely. They are able to self-select from a good range of toys and resources. Children stay healthy because they have daily access to the outdoor area. The playgroup door remains open throughout the session so that they are able to move in and out freely. Half of the outdoor area is covered with a canopy which protects children from extreme weather conditions. The children develop their physical skills by using the climbing frames and slides. They also enjoy filling wheelbarrows with fallen leaves and moving these around the play area. Children enjoy healthy snacks of fresh fruit and vegetables with milk or water to drink. Children make a positive contribution to the running of the playgroup and develop skills for the future. For example, when they arrive at playgroup they register themselves by identifying their name and photograph on a card and move this to a hook on a board. However, the development of their independence is restricted because they are not able to access their coats easily when they want to go outside to play. Children behave well and learn to keep themselves safe by, for example, responding to gentle reminders from staff to sit on chairs rather than climb on them.

Children have high levels of concentration and spend long periods working independently using the computer to develop their information and communication technology skills. Messy play is given high priority in the playgroup, with children being free to access paint, glue, dough, sand and water at all times. They independently help themselves to books and look at them in the comfortable book corner. They also enjoy joining in at group story time and borrow books to from the playgroup library to use with their parents. Counting skills are developing well because children enjoy singing number rhymes and they are encouraged to count during play activities. Children are beginning to learn about people from different backgrounds by using the informative posters with staff members to stimulate discussions. They also use resources, such as books and dressing- up clothes, and celebrate festivals from around the world. Children enjoy visits from parents who come to talk about their jobs. They particularly welcomed a parent who is a firefighter. Children were able to climb into the fire engine, try on helmets and squirt water through the hoses as well as learning about the dangers of fire. They explore the local environment by going on interesting outings, making the most of local train and bus services. Staff spend time talking to the children, supporting them, and they provide a good balance of adult-led and child-initiated activities. The children relate well to staff, they talk to them confidently and staff take time to listen and extend their language.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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