

# Upper Hopton Playgroup

Inspection report for early years provision

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**Unique reference number** 311348  
**Inspection date** 01/12/2009  
**Inspector** Hilary Mary Mckenning

**Setting address** Croft House Community Centre, Jackroyd Lane, Upper Hopton, Mirfield, West Yorkshire, WF14 8HS

**Telephone number** 07989 212296

**Email**

**Type of setting** 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 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).

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.

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## Description of the setting

Upper Hopton Playgroup has been registered since 1993. It operates from the Croft House Community Centre, in the Mirfield area. Children access the main room, with adjacent kitchen, cloakroom, toilet and storage facilities. Children have access to a fully enclosed outdoor play area to the side of the building. The playgroup serves the local and wider community.

The playgroup may care for 26 children at any one time and there are currently 24 children from two to five years on roll. Children attend for a variety of sessions. The playgroup opens five days a week during school term times. Sessions are from 9.30am until 2.30pm on Mondays and 9.30am until 12.30pm for the rest of the week.

There are four members of staff working with the children and a supply pool of relief staff. All staff hold an appropriate childcare qualification. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provider recognises the value of continuous improvement and is beginning to develop a system to evaluate the service they offer and promote future development. There are policies and procedures to ensure children's safety is promoted and most of the required documentation is in place. Children feel safe and secure and have good self-esteem as they confidently initiate their own play within familiar surroundings. There are systems to monitor children's progress and their starting points, although these are not fully established to plan for their next steps within all areas of learning. Children can learn about themselves and discover differences, and confidently initiate their own play. The sharing of the Early Years Foundation Stage with parents and other providers is satisfactory and purposeful links to enhance children's learning are being developed.

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

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

- maintain records to demonstrate to Ofsted that the relevant suitability checks have been completed, including the number and date of issue of the enhanced Criminal Records Bureau disclosure
- develop further planning in order to provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals
- maintain a daily record of the hours that children attend.

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

The provider has an appropriate awareness of safeguarding children and there are policies and procedures in place to ensure children are kept safe from harm. There is a registration system in place to record children's and staff's attendance. However, children's hours of attendance are not consistently maintained. Appropriate vetting procedures are in use to ensure that adults in contact with children are suitable to do so. However, evidence to support this is incomplete. All the required permission forms are in place and there are appropriate systems to record any medication administered and any accidents.

Children are introduced to safety and how to keep themselves safe. For example, all children are involved in regular fire drills, which are detailed in the fire log to identify any hazards encountered and how they were resolved. Appropriate risk assessments are in place and staff complete a daily health and safety checklist.

There is a selection of policies and procedures in place to ensure that parents are suitably informed about the service offered. This also helps to contribute to the operation of the service and the welfare of the children. There are positive partnerships with parents to ensure children's individual needs are met. Staff share verbal exchanges with parents about the activities children have taken part in and they complete an information sheet at the initial visit. Parents are invited to annual meetings where they can discuss their child's achievements. Daily information is shared with parents about their child's day and they receive regular newsletters to keep them informed about the playgroup's activities. Parents express their views through discussion and thank you cards. They praise the setting and appreciate the open, trusting and friendly relationship that has been established. There are positive partnerships with parents to ensure children's individual needs are met.

The provider has established positive links with other providers offering the Early Years Foundation Stage, and on occasions there have been visits between the different groups. The provider is beginning to develop a system to monitor and evaluate the service following recent changes to the committee.

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

Children are happy and confident within the familiar setting. They readily select activities and games they wish to be involved with. They enjoy good relationships with each other and with staff and eagerly involve them in their games. For example, children giggle and laugh as they play with the bat and ball with a member of staff.

The staff group are developing an understanding of the Early Years Foundation Stage framework. They are appropriately qualified and have a satisfactory understanding of how children learn. Children's observations and assessments reflect children's achievements. However, they do not consistently identify the next

steps of children's learning and these are not clearly identified within the planning. As a result, children's individual learning and development, and the monitoring of their progress within the Early Years Foundation Stage, are not fully reflected in the planning.

Children are introduced to healthy lifestyles. They enjoy a selection of their favourite fruits and are encouraged to try new and different varieties. Children help themselves to drinking water if they wish and are involved in planning the snack menu. Children have access to outdoor facilities each session and successfully manoeuvre wheeled toys around the play area. They enter into negotiation with each other and use an egg timer for taking turns when riding on the bicycles. Children are encouraged to practise self-help skills as they successfully follow instructions as they try to put on their own coats before going outside to play.

Children make a positive contribution by becoming involved in all areas of play. They learn about the wider world and its diversity through appropriate examples and are beginning to appreciate diversity. For example, they take part in other festivals and celebrations. The playgroup also takes part in a variety of village activities, such as the recent 'Wildlife in Bloom' initiative, and take walks in the nearby open fields.

Children are developing their communication skills and excitedly join in singing and action rhymes. They access an appropriate selection of books and engage others as well as adults in reading their selected stories. Children experience a range of craft resources and proudly display the finished products.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **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