

Healey Playgroup

Inspection report for early years provision

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Inspector Thecla Grant

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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*.

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Description of the setting

Healey Playgroup is managed by a committee and opened in 1993. It operates from the hall in the community centre within the Healey area of Batley. Children have access to an enclosed outdoor play area. The playgroup serves the local area and opens from 9am until 11.30am and 12.30pm to 3.00pm for three days a week: Monday, Wednesday and Friday, term time only.

The playgroup is registered on the Early Years Register. A maximum of 25 children may attend the playgroup at any one time. There are currently 25 children aged from two to four years on roll, some in part-time places. The playgroup currently supports a number of children who speak English as an additional language.

There are nine members of staff, four of whom hold early years qualifications to either level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their development and learning. Overall, staff recognise the uniqueness of each child through their observations and assessment although the next steps in children's learning are not always used to form future plans. The playgroup has very good systems in place to make sure that no group or individual is disadvantaged and the safeguarding procedures are effective. Children's welfare is well promoted and most documentation is in place. Partnerships with parents are good and those in the wider context are suitably used to promote children's education and care. Improvements made since the last inspection show the playgroup's commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- make sure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare). 24/03/2010

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

- involve parents as part of the ongoing observation and assessment process and use information from observations to plan activities which are tailored to the individual child and link to planning.

The effectiveness of leadership and management of the early years provision

The playgroup has established clear management responsibilities in relation to child protection, including the appointment of designated staff. All staff have a good understanding and knowledge of child protection issues and procedures. Comprehensive systems are in place to ensure staff are suitable to work with children. Risk assessments are working documents and are effectively used to evaluate the playgroup, as well as to conduct regular checks to ensure that children are kept safe and secure while at the provision. Documentation in place includes the complaint procedure; however, parental permission is missing for the seeking of any medical advice and treatment in the future. The leaders have a clear vision for the playgroup's future; for example, plans are in place to revamp the garden to improve the outcomes for children.

The playgroup actively promotes diversity and equality, which is seen as a strength rather than a barrier. Staff are committed to keeping abreast of new childcare initiatives and regularly attend various training courses and workshops, such as 'Celebrating diversity in day care settings'. Further to this, staff consistently maintain their paediatric first aid certificates. Resources are managed and used well. For example, staff are effectively deployed and the impact of their professional development is clearly seen. The playgroup effectively evaluates its provision to continually improve; however, not all staff are involved in this process.

Appropriate systems are in place to liaise with other providers and organisations to promote the learning and well-being of the children attending. The playgroup has built close links with the schools and offers care to children during their inset days. Good systems are in place to work in partnership with parents and a parent rota ensures each parent is able to become involved in their child's learning. However, parents are not consistently encouraged to be involved in ongoing observations and assessment of their children.

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

Children enjoy their learning and achieve well. Their attitude towards learning is good, and they are keen to participate and make choices. Children have very good opportunities to access all areas of their learning throughout the day and confidently access the resources provided. They happily explore the sand and investigate the plastic sand creatures placed in it. When they find objects that do not belong in the sand, such as fish, they correctly identify where they live. Children enjoy their discussion about the play dough and what it tastes like. At circle time older children join in with the discussion about the weather and what month it is. They confidently sing the months of the year and are praised for their accuracy. Older children show keen interest in counting for a purpose, for example, how many children are present for the register. They are also able to recognise their names. However, not all of the younger children are involved in the discussions. Outdoors, older and more able children negotiate the space around

them and skilfully ride their bikes and scooters around the garden.

Children have a good understanding of road safety; for example, they know that they need to cross the road at the zebra crossing. Children also have a secure understanding of the dangers that may occur if they go away with someone that they do not know. They understand the importance of being healthy, and know what foods are good for them and the importance of hygiene. Staff also promote good hygiene practices by making sure their hands are washed before serving food. Children are well looked after if they have an accident or become ill while at the setting because staff are trained in delivering first aid.

The learning environment successfully helps to ensure that all children enjoy a wide range of activities. For example, children enjoy painting on the easel, mark making and matching games. They choose their favourite book to be read and all enjoy singing their favourite nursery rhyme. Children's understanding of differences is promoted through celebrations of different festivals, foods and discussion. Children with English as an additional language are well supported through the use of interpreters and staff make sure some familiar words are available for those without an interpreter. Children successfully develop their skills for the future in communication, literacy and numeracy. As a result, children are being well prepared for transition from the playgroup to school.

The setting plans activities to ensure the children are offered an enjoyable and challenging experience across the areas of learning. However, the information from observations and assessments is not yet linked securely enough to the planning for individual children.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of partnerships	3
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

Outcomes for children in the Early Years Foundation Stage	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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