

Hepworth Playgroup and Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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

Hepworth Playgroup and Pre-School was registered in 1980. It is run by a voluntary management committee of parent representatives. The setting operates from the lower ground floor of the village hall at Hepworth, near Holmfirth, West Yorkshire. The setting is open every weekday in school term time. Sessions are on Monday, Tuesday and Thursday from 9am until 11.30am and 12.15pm until 3.15pm, on a Wednesday 9am until 3.15pm and on Friday from 9am until 12pm. All children share access to a fully enclosed outdoor area.

A maximum of 24 children may attend the setting at any one time. There are currently 28 children on roll in the early years age group. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A team of four staff who hold appropriate early years qualifications works with the children, along with an administrator. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel comfortable and confidently initiate their own play within safe and secure surroundings as risk assessments are completed. There is a new system to monitor children's progress, although this is not fully established to plan for children's next steps. Staff work closely with parents, and links with other providers are developing well to encourage and promote children's learning. Most documentation is in place and maintained appropriately and the provider is working with staff to monitor and evaluate the service and promote future development. Children explore the range of interesting activities which allow them to learn about themselves and discover differences and similarities between people.

What steps need to be taken to improve provision further?

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

- ensure all required policies and procedures are in place and contain up-to-date information
- use information gathered through observation and assessment to more clearly identify next steps for children as they progress towards the early learning goals and link this information to the planning.

The effectiveness of leadership and management of the early years provision

The arrangements for the safeguarding of children are good. There are clear policies and procedures in place to ensure children are kept safe from harm. These are reviewed regularly and shared with parents. Vetting procedures ensure that adults in contact with children are suitable to do so. Most of the required permission forms are in place, although some records are unclear. There are effective systems to record any medication administered and any accidents involving children. There is a registration system in place to record children's and staff's attendance. Risk assessments are completed and reviewed regularly and any hazards are dealt with. Staff also maintain a daily health and safety checklist to ensure children's safety. Children take part in regular fire evacuation drills. The details of all drills are recorded in the fire log to identify any hazards encountered and how they were resolved. Children are encouraged to think about road safety through role play and topical activities.

There is a selection of policies and procedures in place to ensure that parents are informed about the service offered. There are positive partnerships with parents to ensure children's individual needs are met. These also help to contribute to the operation of the service and the welfare of the children. The Ofsted information poster is displayed for parents, although the complaints policy has incorrect contact details of the regulator. Information is shared each day with parents about their child's day. Parents are encouraged to take an active part in events within the setting and they are invited to attend parents' evenings twice a year. Parents receive regular newsletters to keep them informed about the setting's activities and they express their views through regular questionnaires. They praise the setting and appreciate the open, trusting and friendly relationships that have been established. The provider is developing positive links with other providers offering the Early Years Foundation Stage, and is beginning to develop a self-evaluation process in order to monitor the service offered.

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

Children are happy and confident within the setting. They readily select activities and games they wish to be involved in and easily move between the indoor and outdoor play areas. Children enjoy good relationships with one another and with staff and eagerly engage children and staff in their games. For example, children watched the wind chimes with interest and persevered when replacing one that had fallen, taking time to find the right place for it to hang in the tree.

The staff group has developed an understanding of the Early Years Foundation Stage framework. Staff are appropriately qualified and have an understanding of how children learn. Staff maintain observations and assessments that reflect children's achievements, these do not always identify the next steps in children's learning and therefore the information is not always used to inform the planning of activities. Staff gather information about the children's starting points when the

children first start at the setting. Overall, children are making good progress towards the early learning goals in most areas of learning.

Children are introduced to healthy lifestyles. They help themselves to drinking water and enjoy a selection of their favourite fruits, as well as trying new and different varieties. Children have access to outdoor facilities each session and successfully manoeuvre scooters and bicycles around the play area. They enjoy a variety of creative activities and spend time planting and caring for a variety of plants. Children are encouraged to practise self-help skills and persevere when putting on their coats before going outside to play. Children readily follow appropriate routines that promote good hygiene and protect their health.

Children make a positive contribution by becoming involved in all areas of play. They are beginning to appreciate diversity and the wider world as they take part in festivals and celebrations. Children's behaviour is effectively managed and positive encouragement means they behave well and show kindness and consideration towards one another. There are positive methods in place to deal with unacceptable behaviour, such as distraction, time out and redirection. Children are forming productive relationships as they readily play together and remind one another of the number of children that can play with activities. Children are developing their communication skills and excitedly join in singing and action rhymes. They access an appropriate selection of books and engage other children and adults when retelling a story to one another.

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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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Annex B: the Childcare Register

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