

# Netherthong Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	311298
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<b>Inspector</b>	Hilary Mary Mckenning

<b>Setting address</b>	School Street, Netherthong, Holmfirth, West Yorkshire, HD9 3EB
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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*.

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).

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## **Description of the setting**

Netherthong Playgroup has been registered since 1991 and is a voluntary organisation managed by a committee of parents. It operates from a portable building in the village of Netherthong, near Holmfirth. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open five days a week, in school term time only. Sessions are from 9.00am to 11.30am Monday to Friday and 12.45pm to 3.10pm Monday, Tuesday, Wednesday and Thursday. A lunch club operates Monday to Thursday from 11.45am to 12.45pm. There is a fully enclosed outdoor play area.

There are currently 49 children aged from two years old to under five years old on roll. The playgroup employs six members of staff who regularly work with the children, four of whom hold appropriate early years qualifications.

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

Overall the quality of the provision is satisfactory.

Children are happy and participate in the range of interesting activities where they can learn about themselves, discover differences and initiate their own play within familiar surroundings where risk assessments ensure their safety. The provider recognises the value of continuous improvement and is beginning to develop a system to evaluate the service they offer and to promote future development.

There are systems to monitor children's achievements, although the next steps in their learning and development are not clearly identified and used in the planning to meet individual children's needs. The sharing of the Early Years Foundation Stage with parents and other providers is satisfactory and purposeful links are being developed.

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

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

- develop further strategies to actively involve all parents and carers in children's learning and development
- develop further planning, observations and assessment systems to identify next steps in children's learning and development
- use information from observations and assessments to plan for children's individual needs.

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

The provider has a satisfactory knowledge and understanding regarding the safeguarding of children. There are policies and procedures in place to promote

children's welfare. Recruitment and vetting procedures are robust and ensure that adults in contact with children are suitable to do so. Permission forms are in place and there are clear systems to record any accidents involving children and for any medication administered. Children are introduced to safety and how to keep themselves safe, for example, all children are involved in regular fire drills and details are 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 check list to ensure children's safety.

Information is available to ensure that parents are informed about the service offered, which 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 parents complete an information sheet at the initial visit about their child's interests and ensure children's individual needs are met. The group have recently introduced a parents evening, where parents are invited to discuss their child's achievements. However, this does not extend to the involvement of parents in their children's learning and development. Daily information is shared with parents about their child's day and they receive regular newsletters, to keep them informed about the group's activities. Parents express their views through discussion and the group receives thank you cards. They praise the setting and appreciate the open, trusting and friendly relationship that they share. Positive links have been established with other providers offering the Early Years Foundation Stage, and there are regular visits between the groups. The provider is beginning to develop a system to monitor and evaluate the service.

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

Children are very happy and confident within the familiar setting. They readily select activities 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 excitedly ask if they can get the stick insects out of their container.

The staff group are developing a sound understanding of the Early Years Foundation Stage framework. Children's observations and assessments reflect children's achievements. However, these do not identify the next steps of children's learning and planning is based around children's interests. As a result, there is insufficient challenge and stimulation for children.

Children are introduced to healthy lifestyles and they are encouraged to try new and different tastes and textures. Children help themselves to drinking water if they wish and they are involved in organising and preparing snacks. Children access the outdoor facilities each session and quickly enter into negotiation with each other, as they mix together sand and water when attempting to build a tower with the large construction bricks. They practice their physical skills, as they balance and carefully walk around the play area using the small stilts. Older children involve both adults and other children when organising a ball race down the purpose built slide. Children spontaneously begin singing a spider song after

completing a nursery rhyme puzzle.

Children make a positive contribution by becoming involved in all areas of play. They are encouraged and successfully complete the self-registration system, supported by their parents. They learn about the wider world and its diversity through positive examples and they are beginning to appreciate diversity. For example, they take part in other festivals and celebrations and take part in events within the local community. Children are becoming familiar with and confidently access a matching game on the computer. They experience a range of craft resources, including using chalks, making patterns on the playground. Children identify their collage of mini-beasts, counting the number of spots on the ladybird. Their finished products are attractively displayed within the setting.

## 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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