

Cowcliffe Pre-School Playgroup

Inspection report for early years provision

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EY333633

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Inspector

Tara Street

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Cowcliffe Pre-School Playgroup is run by a voluntary committee and the group is a registered charity. It has operated for over 40 years, but was re-registered in 2006 in a new building in the grounds of Fixby Junior and Infant School in Huddersfield. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 26 children aged two years to five years may attend the setting at any one time. The setting is open Monday to Friday from 9.15am to 3.15pm term time only.

There are currently 52 children on roll, who are within the Early Years Foundation Stage. Of these, 47 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and it also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register.

There are nine members of staff, including the manager, who works directly with the children. Of these, six hold an appropriate Level 3 qualification in early years, of which one is currently working towards Early Years Professional Status, and two hold a recognised Level 2 qualification. 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 are cared for in a very safe, welcoming and child-friendly environment where they are encouraged to play an active role in their learning and development and where their individual needs are being successfully met. They enjoy a rich programme of activities supported by competent, knowledgeable and caring staff. The staff team are highly ambitious and work hard to continuously improve, in order to further enhance the play and learning opportunities for children. This is supported by excellent partnerships, both with parents and in the wider context.

What steps need to be taken to improve provision further?

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

- ensure parental signatures are consistently gained on accident and medication records to show that parents have been informed of any treatment and/or medication given
- develop further, the use of the outdoor area to further support all areas of learning
- ensure opportunities for children to develop their self-reliance and independence skills are consistently provided.

The effectiveness of leadership and management of the early years provision

Effective strategies and procedures are in place to help safeguard children, these include a very good range of policies and procedures, risk assessments and close supervision of the children at all times. However, parental signatures are not consistently gained on accident and medication records to show parents have been informed of any treatment given to children. Staff are all appropriately vetted and have a secure understanding of their role and responsibilities, meaning that children are well cared for and enjoy a safe play environment. They work very well together as a team, and as key workers ensuring the day runs smoothly. The staff have an ambitious vision for the future and work extremely hard to develop their practice and improve the learning environment for children. They are keen to increase their professional qualifications as well as undertaking short courses to increase their knowledge and understanding of current practices, this is a key strength of the setting. Staff undertake regular audits and have completed self-evaluation to a good standard in order to evaluate their practice and identify priorities for improvement. Effective staff deployment provides good support for children's welfare and development. The children are central to how the setting operates. Staff carefully listen to all children, they fully respect their views, ideas and interests, they incorporate these into all aspects of the service. Staff help children develop an excellent good attitude towards people's differences by providing a wide range of resources that reflect diversity and by setting a good example of how to respect everyone.

The setting has developed excellent partnerships, with parents, other childcare providers and external agencies that support children with special educational needs and/or disabilities and those who speak English as an additional language. Parents are encouraged to take a fully active part in the setting's life. The views of both parents and children are regularly sought, and in turn they are kept up-to-date with current events through notices and newsletters. The staff work collaboratively with the family, local schools and support services, to help children reach their full potential and ease important transitions in their young lives.

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

The setting is very colourful, bright and inviting, because children's individual creative art work is displayed for everyone to enjoy. Children are offered a wide range of toys and resources, including a good range of technology equipment to help them learn important skills for the future. Children learn important messages about equality and diversity through topic work, and the celebration of festivals and important events.

All staff have undertaken training in the Early Years Foundation Stage and planning is robust. It ensures all the six areas of learning are effectively planned for and good attention is given to planning for individual children. The effective observation, planning and assessment systems ensure children are making very

good progress in their development and learning. Children's interests form the foundation of the day-to-day provision because staff take these, and their ideas to plan a variety of stimulating and challenging activities. Children in all areas readily engage in freely chosen activities in which staff support them very well. For example, children enjoy working with staff to build structures from construction materials, and explore the texture and properties of dough, sand and water. Children of all ages are competent in communicating through gestures, speaking and listening. Staff provide very good opportunities for them to develop their creative and writing skills. During games, such as matching and sorting small dinosaurs, children have fun learning about counting from zero to nine to support their developing understanding of numeracy.

Children relate exceptionally well to adults and their peers. They learn to show kindness and consideration to others and also learn behavioural expectations and good manners from an early age. Staff foster the children's self-esteem through a lot of praise and encouragement. They are developing their independence through tasks, such as putting on their own coats and toileting routines. However, some opportunities for children to develop their self-reliance and independence skills during snack time routines, are not consistently provided. All children take part in a good range of activities which supports their physical development both indoors and outdoors. For example, children show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area. However, opportunities for children to fully experience all areas of learning in the outdoor environment are not consistently maximised. Staff are aware of this and are working to develop this aspect of the provision. Freshly prepared snacks provide children with an excellent variety of healthy foods that include a wide range of fresh fruits and vegetables. Staff support children's ongoing good health by maintaining excellent standards of hygiene at all times. This all contributes to developing children's understanding of the importance of physical activity and making healthy choices.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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