

White Lee Playgroup

Inspection report for early years provision

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Inspector Tony Anderson

Setting address Leaside J, I and N School, Leeds Old Road, Heckmondwike,
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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

White Lee Playgroup has been registered since 1995 and is managed by a committee. It is based in Leaside Community Primary School in Heckmondwike, West Yorkshire. Children have access to two linked classrooms and an external play area. The playgroup is open Monday to Friday from 7.30am to 6pm during term time only. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The playgroup is registered for up to 34 children under eight years of age. There are 62 children on roll, all of whom are within the Early Years Foundation Stage; of these, four receive funding for nursery education. The playgroup supports children with special educational needs and/or disabilities. There are seven members of staff, six of whom hold a relevant qualification at level 3 and one holds a qualification at level 2. The playgroup receives support from the teacher adviser for the Pre-School Learning Alliance and from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Appropriate care and welfare systems are in place and help to support children's well-being. Observations and assessments of young children are used well to support their learning and are effectively linked to their next steps of development. Partnerships with parents are good and positive use is made of the close links with the host school to support young children's progress. Management implements effective systems and procedures to evaluate the provision's strengths and areas for development and the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- develop further relationships with parents to enable them to become even more involved with their children's learning and development
- develop additional and more effective links with other Early Years Foundation Stage providers, such as the local primary schools to which children on roll at the playgroup will eventually transfer.

The effectiveness of leadership and management of the early years provision

Recruitment and vetting systems for staff are fully in place and staff are appropriately trained for their roles and responsibilities. Welfare policies and care procedures are effectively implemented by staff, adding to children's feelings of safety and well-being. The playgroup's dedicated staff work closely with all children and ensure an inclusive practice in which equality and diversity are at its heart.

The playgroup's use of frequent and detailed observations to monitor young children's progress is effective. The information gained is used well to lead individual children along an appropriate path towards their next steps of development and progress. For example, one young child was helped and encouraged to copy and write the letters of their name after earlier observations of them indicated that trying to write letters and numbers was of one of their favourite interests.

Parents speak highly of the provision and are pleased with the design and layout of the setting for their children every day. Parents are kept up to date with their child's progress through regular discussions with staff and they are encouraged to view their child's observation record booklets which provide details of development. However, the parental partnerships are not yet fully exploited to ensure all parents are fully involved in their child's development. The relationship with external agencies and the host school's Foundation Stage team is good and management is trying to extend these positive contacts to other local schools. These links are not yet fully developed for the sake of children's continuity of care and development. Transition arrangements to support children moving up to the main school and other local schools are good overall and management are in the process of extending the detailed profile information covering each child's progress towards early years learning. The playgroup's systems of self-evaluation of its strengths and areas for development are strong and add positive support to children's learning and development.

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

Children love their visits to this well-organised playgroup, which is carefully designed to offer a warm and friendly atmosphere for learning through play. A free-flow, continuous provision is strongly promoted by the playgroup's effective and dedicated management. The staff team is well trained and provides a range of opportunities for children to learn and make progress. Children are continually stimulated and motivated by a range of resources including an external area full of toys, games, a sand pit, a playhouse, climbing equipment and many other exciting activities. Children demonstrate that they enjoy visiting this playgroup by their positive attitudes and behaviour, and they clearly feel at ease with staff and visitors. Good support is provided for children with special educational needs and/or disabilities.

A group of children sits in the sunshine at the self-select drawing and colouring table and is supported by a member of staff. Children know from experience that only four children can sit at this table at any one time and that they have to wait their turn or play another game in the meantime. Two children enjoy drawing on a large blackboard with a range of coloured chalk. A group of children plays a football game and takes turns to score a goal, during which counting is also encouraged to support their mathematical development. Other children play with their friends in an external playhouse which is a recent addition to the playgroup's resources. Circle time is used to good effect and children are encouraged to speak, listen and take turns. Children like the many challenges set by staff to extend their

mathematical development, such as asking them to count chairs, cups and plates at snack times. Children also enjoy occasional food tasting and opportunities to hear noises, smell substances and feel textures, which add support to their knowledge and understanding of the world.

Children enjoy healthy snacks of fruit and juice and many stay for lunch, which is eaten in one of the two main activity rooms. This time is well utilised by staff to encourage children to learn correct table manners and to extend opportunities for speaking and listening. A wide range of displays helps children and their parents to understand about diet and of the importance of regular exercise. Children show a developing understanding of personal hygiene as they are encouraged to wash their hands before eating or after visiting the toilet.

All children are treated as unique individuals and they are continually encouraged to make choices as a means of gaining confidence and boosting their self-esteem. Children's work is displayed on the playgroup's walls and staff use praise to support and encourage children's efforts. As a result of the positive support provided at this playgroup, children make high levels of progress towards their future development and well-being.

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

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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

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