

# Sowood Pre-School Playgroup and Toddlers

Inspection report for early years provision

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<b>Unique reference number</b>	303810
<b>Inspection date</b>	04/02/2011
<b>Inspector</b>	Abigail Cunningham
<b>Setting address</b>	Sowood Community Centre, Stainland Road, Sowood, Halifax, West Yorkshire, HX4 9HY
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<b>Email</b>	
<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).

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

Sowood Playgroup is managed by a voluntary committee of parents and was registered in 1973. It operates from the large hall, the playroom and two side rooms within the Community Centre in Sowood between Huddersfield and Halifax. The playgroup serves the local area and has strong links with the two local schools. The playgroup is accessible to all children and there is a fully enclosed area available for outdoor play. The playgroup opens Monday to Friday during school term times. Sessions are from 8am to 3pm Monday to Friday. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the playgroup at any one time. There are currently 45 children attending who are within the Early Years Foundation Stage. The playgroup is registered on the Early Years Register. The playgroup provides funded early education for three- and four-year-olds. The group supports children with disabilities. The playgroup employs six members of child care staff. Of these, four hold appropriate early years qualifications at level 3 or above and two staff are working towards a qualification. The playgroup receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup is able to demonstrate how they have developed positive relationships with the children and parents. Self-evaluation takes into account the views of service users and is effective in identifying most of the playgroup's strengths and priorities for improvements. The playgroup is currently meeting most of the requirements and is committed to making the necessary adjustments to the environment. The staff make the most of diversity to help children understand the society they live in. The children are making good progress in their learning and development; they particularly enjoy learning about the wider world and are developing good attitudes and dispositions to learning.

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

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

- take all reasonable steps to ensure that any hazards in relation to the cleaning cupboard are kept to a minimum (Suitable premises, environment and equipment).
- 18/02/2011

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

- share relevant information with other childcare providers, where children receive education and care in more than one setting, in order to promote continuity and coherence

- encourage parents to add their comments and observations to their child's development record.

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

Safeguarding procedures are secure and all the required checks have been carried out on the staff and committee members. The staff have completed safeguarding children training and this is also included within staff induction procedures. The staff have previously worked in partnership with external agencies, they know to record any concerns and seek advice where necessary. The children are supervised at all times and the system for managing access to the premises is good, as unauthorised persons are unable to gain entry and there is a record of visitors. Simple written risk assessments have been undertaken and reviewed. However, not all hazards in relation to the cleaning cupboard have been identified and minimised, which does pose a risk to the children's health and safety and is a breach of requirements.

There are clear improvement plans in place and these are devised after the views of parents, children and the staff team have been sought. For example, the outside play equipment was purchased and installed after consulting service users. The management team have demonstrated the capacity to adequately tackle any identified areas of weakness.

The staff have created a welcoming and inclusive environment in which to care for the children. The staff team are friendly, helpful and are experienced in working with children who have learning difficulties and disabilities. The staff have attended relevant training and well-established channels of communications between all partners involved with individual children are in place, which successfully promotes their learning, development and welfare. For example, regular meetings are held and individual education plans are fully implemented.

In order to positively promote the transition from playgroup to school, the reception teachers from the two local schools, are invited into the playgroup. The teachers meet the children and look at the children's learning journeys. However, links with other childcare providers, where children receive care and education from more than one setting have not been made. As a result, there is scope to further develop how relevant information is shared with other childcare providers, to promote continuity and coherence.

There is an established system in place to gain information about children before they start at the playgroup, which includes their individual needs and starting points. Parents receive regular information via newsletters and daily feedback from the staff. The parents are able to take their child's development record home on a regular basis. However, the parents are not currently adding their comments or observations to these, which means there are missed opportunities to share the children's most recent achievements and interests with the staff. Feedback from parents is positive, as numerous thank you cards can be seen displayed on the playroom door and the results of the parents' questionnaire showed that the

parents like 'the warmth and enthusiasm of the staff' and 'the lovely outdoor play area'.

The children are developing positive attitudes to others as they learn about interesting events. For example, while celebrating Chinese New Year, they enjoyed making lanterns and using chopsticks to eat rice and noodles. The children also have access to a good range of resources which reflect positive images of diversity such as books, dressing up outfits and dolls. Proactive steps are taken to ensure resources are sustainable. For example, the children are encouraged to play with toys appropriately and the staff access funding in order to increase the range of toys and equipment which are available.

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

The menu is displayed for parents to see. Warm meals are prepared, cooked and transported from a local school, such as, homemade lasagne, crusty bread and broccoli. Planned activities, such as, growing vegetables also introduce the children to healthy ingredients. The children understand and adopt healthy habits, such as, good hygiene practices. They are successfully developing their self-help and decision making skills. For instance, the children independently pour their own drinks and choose which fruit they would like to eat during snack time. Mealtimes are a sociable event, as the staff and children sit together and chat happily together. For example, one child said 'I have one brother', another child responded, 'I have one mummy and one daddy'.

The children are happy, settled and enjoy learning. As a result, young children separate easily from their parents. They are developing a positive self-image and show that they are comfortable with themselves. For example, one child proudly showed the staff the trolley he had made with a container and piece of string.

Planning very much responds to individual children's needs and interests. For example, as a result of listening to the children, the staff gave the children opportunities to dress up as pirates, make treasure maps and decorate treasure chests. The system for assessing and recording the children's development accurately identifies the children's achievements, progress and shows the staff planning to promote the children's next steps in learning. Monitoring systems have also been implemented as individual tracking sheets are regularly updated for each child.

The children engage in a good range of activities requiring hand-eye coordination such as using crayons, felt tip pens, pencils and paintbrushes. They confidently use one handed tools and equipment and more able children can write their own name. All the children are encouraged to participate in self-registration on a daily basis and as a result, the younger children can recognise their own picture and the more able children can identify their name. More able children can correctly name colours and shapes. They can also use a mouse and keyboard to interact with age-appropriate computer software. For example, one child successfully matched the correct group of objects to the number three and number five.

The children are very well behaved; they share, take turns and are complimentary regarding other children. For example, one child watched another child using the chopsticks and commented 'he is doing very well with the chopsticks'. Children can sit nicely and respond enthusiastically to stories. They enjoy listening to 'When darkness slipped in'. They can describe the main story events and what is going to happen next. For example, one child said 'she is going to switch the light on' and another child commented 'they're going to swing each other around'.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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