

Boothroyd Playgroup

Inspection report for early years provision

Unique reference number	500880
Inspection date	17/05/2011
Inspector	Julie Kelly
Setting address	SureStart/Boothroyd 0-5 Unit, Temple Road, Dewsbury, West Yorkshire, WF13 3QE
Telephone number	01924 454040
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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.

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

Boothroyd Playgroup was registered in 2001. It is located in Dewsbury and is accommodated in one large room within Boothroyd Junior and Infant School. It is run by a management committee.

There is a designated outdoor play space and children can use the associated playground areas when available.

The playgroup is registered to care for a maximum of 24 children aged from two years to under eight years at any one time. There are currently 48 children on roll all of whom are in the early years age range and receive funding for early education. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

Children attend a variety of sessions. The playgroup is open Monday to Friday, from 8.45am to 11.45am and from 12.15pm to 3.15pm during term time. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The playgroup employs eight members of staff to work directly with the children, of these five work part time and three work full time. Five of the staff hold a level 3 qualification in childcare and one is currently working towards the Foundation Degree in early years. The playgroup staff work closely with the reception teacher and also receive support from the local Children's Centre Teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, nurturing, inclusive environment, which effectively supports their progress towards the early learning goals. Systems for observations of children are developing. Staff take positive steps to meet the individual needs of all children, working in successful partnership with parents, local schools and other agencies. Collaborative systems evaluate the quality of provision effectively ensuring that priorities for development are identified, addressed and improve outcomes for children. Consequently, continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- develop systems to ensure that observations of children's achievements clearly identify next steps in order to plan for future learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well due to the effective implementation of policies and procedures, and staff knowing the steps to take in the event of a concern. A robust recruitment procedure ensures staff are checked for their suitability to work with children. Children's safety and welfare is promoted through extensive safety measures and written risk assessments in order to minimise hazards to children. Staff are deployed effectively both indoors and outdoors to ensure children are well supported and supervised.

The setting demonstrates a strong commitment and capacity towards improving outcomes for children. All staff are involved in the effective self evaluation process, including school staff and the Children's Centre Teacher. This enables staff to tailor the service offered to those currently attending. All recommendations made at the last inspection have been completed and as a result children's safety and provision for more able children has improved.

Partnerships with parents and carers are exceptionally effective. Everyone is warmly welcomed into the setting and offered ample opportunities to engage in events such as stay and play sessions. Verbal and written information is translated for parents and carers by skilful bilingual staff. These highly inclusive systems of communication ensure that there are consistent and productive partnerships with parents and carers, resulting in strong levels of engagement with the setting.

The setting has strong links with a wide range of professionals such as the Inclusion Officer, and a teacher for the visually impaired who support and advise staff on the implementation of Individual Education Plans. Resources are effectively deployed and staff adapt activities for children with special educational needs and/or disabilities. For example, by ensuring the easel is used on the table and positioned facing away from the window, to enable participation in mark making activities alongside other children. Children who speak English as an additional language receive support from bilingual staff to whom they can communicate in their home language.

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

Children eagerly come into the setting and thoroughly enjoy participating in a wide range of activities. Staff help children to learn by talking to them and skillfully asking questions. All children make good progress towards the early learning goals. The whole staff team is involved in planning activities, which are securely based upon observations of the children's interests and enthusiasms. Observations do not consistently include next steps for future learning. However, an effective key person system ensures that staff know children very well and therefore this has minimal impact on their progress.

Children's communication, language and literacy development is fostered well as

they are provided with a wide variety of writing materials and have free access to a broad range of good quality books. They actively participate in story times when they are encouraged to join in with repeated refrains in the story of the 'Runaway chapatti'. Staff consistently talk to children to develop their communication skills, resulting in children who speak English as an additional language making rapid progress in their ability to understand and speak English. Children's personal, social and emotional skills are promoted well, as children enjoy the company of others and chat happily to each other in small groups. Children's numeracy skills develop well through small group activities that take place in key group times. They enjoy demonstrating their counting skills as they count the children in the group. They are developing addition and subtraction concepts as they use their fingers to add two and two and sing rhymes such as 'five currant buns' and 'five little monkeys'.

The staff help children to learn how to keep themselves safe by talking to them as they play on climbing equipment. Children show they feel safe as they move around safely and confidently. They move in a range of ways, such as running and creeping in a game of 'What time is it Mr. Wolf?' and climbing on the climbing frame. This develops their physical skills and supports a healthy lifestyle. Good hygiene routines help prevent the spread of infection. Children receive good support from staff, who respond to their needs and encourage them to be independent. Staff encourage children to be independent learners and creative thinkers and help them to develop the necessary personal and social skills required for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	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