

Slaithwaite Playgroup

Inspection report for early years provision

Unique reference number	311325
Inspection date	17/11/2011
Inspector	Tara Street
Setting address	Community Centre, Bankgate, Slaithwaite, Huddersfield, West Yorkshire, HD7 5DL
Telephone number	01484 842159
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Type of setting	Childcare - Non-Domestic

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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

Slaithwaite Playgroup is a limited company which is run by a voluntary management committee, mainly comprising of parents and carers. It was registered in 1993 and operates from the community centre in Slaithwaite, near Huddersfield. Children have access to a secure enclosed outdoor play area. A maximum of 24 children aged under eight years old may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday to Friday from 8.45am to 11.45am and from 12.15pm to 3.15pm term time only. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 44 children on roll who are all within the early years age range. Of these, 23 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Of these, one holds Qualified Teacher Status, two hold a qualification at level 3 in early years and one holds a qualification at level 2 in early years. The setting is a member of the Pre-School Learning Alliance (PLA) and receives support from the local authority. The setting has achieved the PLA Quality Assurance scheme in 2010.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very welcoming, inclusive and child-friendly environment. They are encouraged to play an active role in their learning and development and their individual needs are being successfully met. They enjoy a wide range of activities and resources which cover most areas of learning, although this is less well developed in regards to outside play. Policies and procedures are thorough, relevant and are implemented effectively to safeguard and promote children's welfare. 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 robust partnerships, both with parents and carers and with other early years professionals.

What steps need to be taken to improve provision further?

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

- review the planning and resourcing of the outside play area to ensure it

- offers a challenging environment which supports and extends children's learning
- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them
- provide additional opportunities for children to use information and communication technology and programmable toys to support their learning.

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 good range of policies and procedures and close supervision of the children at all times. Clear vetting procedures are in place to ensure that children are cared for by suitable people and all staff have an up-to-date understanding of safeguarding children issues. Good procedures are in place for the recording of accidents, incidents and existing injuries children arrive with. Risk assessments are carried out regularly and staff conduct daily safety checks at the beginning of each session to ensure that the environment is suitable. Overall, resources, including staff and the available accommodation, are deployed well. However, the planning and resourcing of the outside play area, to ensure children are offered a challenging environment which supports and extends their learning, is less well developed.

The staff have an ambitious vision for the future and work very hard to develop their practice and improve the learning environment for children. Staff have completed self-evaluation to a good standard in order to evaluate their practice and identify future priorities. Improvements made to date have had a positive impact on the overall quality of the early years provision and the outcomes for children. The recommendations made at the last inspection have been fully implemented. A detailed equality and diversity policy outlines a commitment to promoting an inclusive practice. Staff help children develop a 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 very good partnerships, with parents and carers, other childcare providers and external agencies that support children and their families. A wide range of information is displayed for parents and carers throughout the setting, such as activity plans, newsletters, evaluations and photographic displays of children at play and the relevant learning outcomes. This along with termly progress reviews of their children's learning effectively enables parents to become involved in their children's learning if they wish. Settling-in sessions are highly flexible to ensure each child's individual needs are catered for. The staff work collaboratively with local schools, children's centre and a wide range of support services to help children reach their potential and ease important transitions in their young lives. This is particularly true for children with special educational needs and/or disabilities and those who speak English as an additional language. Times of transition are handled sensitively as the staff liaise extensively with the

host school to share key information about children.

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. Adults support learning well, enhancing children's ability skilfully. The key persons have a very good knowledge of the early learning goals and overall the children receive an enjoyable experience across all areas of learning. Detailed ongoing observation and assessment are undertaken and provide a clear insight into the children's progress and achievements.

Children develop a good awareness of others and their needs through the professionalism of the staff. They make friends and respect each other, taking into account their diverse needs and backgrounds. The children are aware of how to behave and demonstrate a good sense of belonging. For example, children show aspects of caring as they take toys to other children or share resources when playing with binoculars. They confidently make decisions about where they want to play and move resources around the play areas. For example, children happily fill baskets with play food at the role-play supermarket before taking them to the book area to play with. Staff ask open-ended questions, and children learn to communicate effectively. As a result, they are very confident and eager to share their knowledge with all adults present, or ask questions to extend it. Children's early writing skills are well supported. They confidently use paint brushes, crayons, pencils and paper to make marks and eagerly find their name card before sitting down to snack. Children enjoy being creative and have access to a wide variety of paint, glue and junk modelling and collage materials. They enthusiastically cut with scissors and create textured pictures. They use their senses as they sieve and scoop sand or fill and pour water into jugs, watering cans and various sized containers. Such skills ensure they are well prepared for their future success. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access a computer, torches and calculators. However, other opportunities for children to explore technology, such as battery operated and programmable toys, are less well developed.

Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. Their problem solving skills are effectively supported as they engage in regular opportunities to explore puzzles, threading and sewing activities and construction resources. Children use tools with skill and are aware of hazards and staying safe as they play. For example, they are reminded about the dangers of running inside and the possible consequences. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and a wide range of resources gives positive images of themselves or diversity within society. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality. Children enjoy a varied and healthy range of snack options and are beginning to learn about healthy eating through planned activities

and discussion. For example, children enjoy participating in regular baking activities such as making pizza, buns, gingerbread and dips for snack. They practise good procedures for their own personal hygiene which helps prevent cross-infection.

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	2

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