

# Lane Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	EY236248
<b>Inspection date</b>	06/02/2012
<b>Inspector</b>	Thecla Grant
<b>Setting address</b>	Burnlee Road, Holmfirth, HD9 2LE
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<b>Type of setting</b>	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*.

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## Description of the setting

Lane Pre-School Playgroup opened in its current premises in 2001, although it had been registered for some years previously. The playgroup operates from a portacabin in the grounds of Upperthong Infant and Junior School in Holmfirth, West Yorkshire. There is one playroom with adjoining toilet facilities, plus a disabled toilet and kitchen facilities. A fully enclosed outdoor area with disabled access is available. The playgroup offers sessional care from 9am until 12pm and from 12.25pm until 3.25pm Monday to Friday during term time and has strong links with the school.

A maximum of 24 children may attend at any one time, all of whom may be in the early years age range. There are currently 49 children aged from two to under five years on roll. The playgroup supports children with learning special educational needs and/or disabilities and is registered by Ofsted on the Early Years Register.

The playgroup is managed by a voluntary management committee which is made up of parent representatives. It employs six members of staff, including the manager, all of whom hold appropriate early years qualifications to at least level 3. The manager holds a Post Graduate Certificate in Education. The playgroup receives support from the local authority and the Pre-School Learning Alliance, to which it is affiliated and provides funded early education for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup effectively supports the children in their care so that no group or individual is disadvantaged. Planning is accurately in place and includes children's interests and development. Detailed systems are in place to monitor and assess the children's learning and development. Effective arrangements exist to promote children's welfare, and systems in place for safeguarding are comprehensive. All documentation is in place, but is not all accurate. The playgroup consistently works in partnership with parents, and systems in place to work in partnership with others are well developed. The capacity to maintain continuous improvement is strong.

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

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

- ensure parental permission is requested at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice (Safeguarding and promoting children's welfare) 07/02/2012
- make sure the daily record of the name of the children 07/02/2012

looked after include their hours of attendance (Documentation).

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

- develop the support children receive as they personalise their learning and extend their talents.

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

Practitioners have a good knowledge of the signs and symptoms of abuse, and a clear and concise policy, strategies and procedures are in place to ensure the safeguarding and welfare of the children. Well-organised systems are in place to ensure all adults working on the premises are suitably qualified and are safe to be in contact with children. Risk assessments are used as a working document and include all areas of the provision to be assessed. As a result, steps taken to eliminate risks help children to keep themselves safe. For example, the main entrance to the playgroup is secure and all dangerous toxic substances are inaccessible. All fire prevention equipment is in place and the emergency procedures are available and practised with the children on a termly bases; a record of these practices are kept. However, although all documentation is in place, the hours of children's attendance are not included in the daily record. Also, permission from parents is not sought for emergency medical advice. These are breaches of specific legal requirements.

The playgroup leaders are motivated to seek further improvement and have successfully evaluated their setting through staff meetings and planning meetings with others who monitor their provision. Through this they have recognised areas of weakness and put in place action plans to address these. For example, the observations and assessments have been revamped, as well as the systems in place for planning; as a result, outcomes for children are improved. Plans for the future are securely in place, including plans for the garden. Systems are effectively in place to promote partnership with parents; for example, a parent rota is available to include parents in their children's learning. The playgroup also encourage this by sending home toy bears for the children to take on outings and holidays. Parents are also encouraged to participate in the evaluation of the setting.

Practitioners effectively use the space available to provide a warm and welcoming learning environment for the children. Toys and equipment are age appropriate, stimulating and offer challenge. Practitioners also show a strong commitment to improving their knowledge and have attended various courses and workshops. As a result, the impact of their professional development is clearly seen. Systems in place to promote diversity are fully accomplished. Practitioners are self-motivated and successfully include all children in the day-to-day routine activities and topics delivered. The playgroup has made good links with the local schools, outside

professionals and the local nursery to share their practice and promote good quality education and care.

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

Practitioners have sound knowledge of the Early Years Foundation Stage. However, although practitioners effectively support the children by providing an enjoyable and challenging learning environment for them, sometimes children's attempts to personalise their learning is not always followed through. For example, their intention to choose an art and craft activity was not effectively promoted. Children make continuous progress in communication, language and literacy through mark making and during circle time where they share and talk about the things of interest that they have brought in from home. Children have good opportunities to develop their creativity through role play and art and craft activities. They are settled and enjoy choosing the activities they prefer, for example, the mechanical machine that teaches them direction. As a result, young children learn to distinguish between their left and right.

Children are confident and happy at the playgroup. They have good relationships with the adults and their peers and confidently speak to visitors. Children also show confidence and the ability to stand up for their own rights, especially during water play where they firmly tell their peers when they are pushing in. Outdoors, children thoroughly enjoy their garden play. They use spades to dig the snow and build a snowman. Children also have a wealth of activities in the garden; the sensory section has herbs and a trap door is available for the children to explore mini beasts. Children with special educational needs and/or disabilities are included in garden play and use their specially designed equipment to become involved in interactions with their peers. As a result, children have good opportunities to be active, inquisitive and independent learners.

Children's understanding of the wider world is also developed through a variety of themes and activities. For example, through the winter theme children learn about the different houses that people live in and have explored houses built from ice; a plastic replica of an igloo in the home corner solidifies this learning. Children also share their knowledge of different countries, such as Australia, and celebrate various festivals, such as Chanukah, Diwali and Chinese New Year. Children also visit the library where they enjoy story time and visits from local professionals, especially when topics are extended, such as road safety. As a result, children develop an understanding of dangers and how to stay safe. Further to this, they learn about trip hazards by helping to tidy away the toys. Observations and assessments are used to plan activities that are tailored to the needs and abilities of the children. For example, children with special educational needs and/or disabilities are given one-to-one time with their key worker to enhance their all-round development through specially designed programmes. These children are effectively planned for, and planning, both indoors and out, shows balance of both adult- and child-led activities.

## 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	1
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

<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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