

Shepley Pre-School Playgroup

Inspection report for early years provision

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Inspector

Sheila Riddall-Leech

Setting address

The Portacabin, Firth Street, Shepley, Huddersfield, West
Yorkshire, HD8 8DD

Telephone number

01484 606022

Email

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

Shepley Pre-school Playgroup was registered in 1992. It operates from a portacabin in the grounds of Shepley First School, near Huddersfield. The setting serves the local and surrounding areas and children attend for a variety of sessions. The setting is a registered charity and is managed by a voluntary management committee.

The setting opens each weekday from 9am to 11.30am and from 12.45pm to 3.15pm, during term time. Wraparound care is provided from 11.30am until 12.45pm and out of school care is provided from 7.30am to 8.55am and from 3.30pm to 6pm. There is also a holiday play scheme, which opens from 8am to 6pm during school holidays. The setting is open for 48 weeks of the year. Children have access to a secure enclosed area for outdoor play.

A maximum of 30 children aged from two years to under eight years may attend the setting at any one time. The setting also offers care to children aged eight to 12 years. There are currently 138 children on roll. Of these, 108 are aged under eight years, of whom 74 are within the early years age group, of whom 45 receive funding for early years education. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and on the compulsory voluntary parts of the Childcare Register.

There are 13 staff members employed to work directly with the children in the playgroup, including the manager. Of these, one holds a qualification at level 2 in early years, five hold a qualification at level 3 in early years and three hold a qualification at level 4 in early years. There are nine staff working in the out of school provision. Of these, one holds a qualification at level 2 in early years and playwork and six hold a level three qualification in early years and playwork. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority. They have achieved the Kirklees Healthy Choice Gold Award and the Kirklees Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and play in an inclusive and extremely safe setting. The environment, routines, activities and a broad range of resources are usually used effectively to support children's learning and development. All children make good progress towards the early learning goals. Exceptionally strong and effective relationships with parents, carers and other early years professionals greatly benefit the children. The setting shows a good capacity for maintaining continuous improvement as systems to monitor and evaluate the service are in place.

What steps need to be taken to improve provision further?

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

- develop further systems to ensure the support children receive is consistently personalised to meet their individual needs and to extend their talents.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well protected as staff have an excellent understanding of the safeguarding policy and procedures. There is a very clear and extensive recruitment procedure in place. This ensures all staff who are employed are vetted for their suitability and undergo a comprehensive induction process. Detailed annual, termly and ongoing risk assessments are conducted to successfully reduce the chance of accidental injury. A highly effective security system and accurate records to monitor arrivals and departure are in place. These are highly beneficial in keeping children safe.

Staff have a good understanding of how to support children with special educational needs and/or disabilities and those who speak English as an additional language. The manager and her team of staff actively promote equality and diversity. Staff value and respect children's differing backgrounds and abilities and know the children well. Overall they provide a good, wide range of exciting resources and experiences across all areas of learning. However, on rare occasions the support children receive is not consistently personalised to meet their individual needs and to extend their talents.

The staff team work very effectively together. The manager communicates high expectations to staff about securing improvement. She evaluates the service, including gaining feedback from staff, parents and carers and sets priorities for the future. Outcomes for children have improved as recommendations from the last inspection have been successfully addressed. Extremely positive relationships with parents and carers contribute to the high level of care the children receive. Verbal exchanges of information, a notice board, text message service, newsletters and website ensure parents and carers are very well informed. This also promotes continuity of care. Strong and highly effective links have been established with other professionals and other settings. This supports children's education, welfare and care extremely well.

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

Children are well settled in the setting. Their personal, social and emotional development is fostered well. They form strong and trusting relationships with the adults and are developing excellent friendships with each other. Children are extremely well behaved. They are skilful communicators as they learn to negotiate and play together, harmoniously sharing equipment and taking turns. They engage in a wide range of activities and experiences, which help them value diversity. Skills for the future are supported well as children use information and technology equipment, problem solve and develop an understanding of their local

environment.

Children build good foundations for early literacy through having opportunities to make marks with a wide range of resources. They make sense of visual signs and symbols to recognise their own names. An example of this is when children select name cards before entering the play area at the start of the morning. Children have good opportunities to link sounds and letters during their play to further extend their learning. Their creativity is effectively promoted through a varied range of arts and crafts activities. Examples of this are when children delight in playing musical instruments to a compact disc and paint with rollers. Children use their imaginations well as they happily use small world resources and role-play equipment both inside and outdoors. Children's problem solving, reasoning and numeracy skills are supported well. They have good opportunities to count, sort, match and consider concepts, such as weight through purposeful practical activities.

All children demonstrate an exceptionally strong sense of how to safe within the setting. They confidently use their initiative and successfully take responsibility for their own safety. They have an exceptional understanding of the rules that are in place to keep them safe. These include sweeping up spilt sand so they do not slip. The extent to which children adopt healthy lifestyles is outstanding. They thoroughly enjoy the outside area, which they freely access. It provides a good range of challenging activities for them to develop coordination and control of their bodies as they have fun. They greatly enjoy freely running around and playing with wheeled toys in the fresh air. Children independently choose healthy, nutritious snacks, which are prepared on site. They have an excellent understanding of healthy lifestyles. Children very skilfully carry out personal hygiene practices and are encouraged to independent. Fresh drinking water is available at all times ensuring that children remain hydrated. A healthy lunch box policy ensures that children eat nutritious and well-balanced lunches.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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