

# Norristhorpe Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	311341
<b>Inspection date</b>	15/11/2011
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<b>Setting address</b>	United Reform Church, Lodge Lane, Norristhorpe, Liversedge, West Yorkshire, WF15 7PG
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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Norristhorpe Playgroup was registered in 1972. It is a committee run group and operates from the United Reform Church close to the centre of Heckmondwike, West Yorkshire. The setting serves the local area and surrounding villages.

The setting opens five days a week from 9am until 11.30am and 12.45pm until 3.45pm, term time only. The provision is registered for 24 children and there are currently 58 children on roll. The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The setting employs seven part-time staff who work with the children. Six members of the staff hold appropriate early years qualifications and one other staff member is working towards a level 2 childcare qualification. The setting receives support from the local authority early years team and the Pre-School Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's individuality is recognised and acknowledged by the staff who provide a warm, welcoming and stimulating environment for all children. All staff ensure that children's welfare, learning and development needs are met which enables children to progress well in all six areas of learning. Staff are aware of their strengths and areas of weakness. They set realistic targets to drive continuous improvement and strive to develop effective systems to ensure all children have personalised learning. The setting provides a safe and secure environment for all children and staff understand the importance of having robust documentation in place. The setting has formed strong links with parents, carers and other providers.

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

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

- develop further the personalised learning, development and support, tailored to the needs of individual children.

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

All staff have comprehensive knowledge on safeguarding issues and a high level of commitment to promoting children's safety. For example, the majority of staff have attended safeguarding training and are aware of the procedures to follow and who to contact in the event of a safeguarding issue. All staff have had enhanced background checks and are suitable to work with children. This means that

children are safe and secure while in the setting. However, some documentation demonstrating that robust checks have been undertaken, including staff references are kept off site and not available at inspection and this is a breach of regulations. The setting has risk assessments for the premises and outings which are comprehensively conducted and means that children are cared for safely. However, risk assessments are not signed by the person who conducted them and there is no review date and, although this does not impact children's welfare, it is a further breach of regulations.

The environment is well organised and accessible to all children. For example, the setting uses four rooms that are set up with rich and stimulating learning opportunities and activities. This means that children can freely choose their environment gaining independence and making good progress in their development. Resources are plentiful and diverse allowing children a variety of opportunities to extend their learning. Staff support children's learning by providing a balance of adult-led and child-initiated activities and learning opportunities. This means children are engaged and motivated to learn.

Staff are aware of the setting's strengths and areas for development. They are able to prioritise aspects of the provision to ensure that there is continuous improvement. For example, staff are developing effective systems to ensure planning reflects each child's individual needs and next steps. The setting has addressed previous recommendations promptly and effectively. For example, positive behaviour methods are used by all staff and are demonstrated through staff regularly praising children's efforts and achievements.

Staff have formed positive relationships with all parents and carers. They share information regarding children's welfare, learning and development on a daily basis. Parents contribute their views through regular committee meetings and parent questionnaires. Staff implement changes as a result of liaising with parents, for example, staff have relocated the parents' notice board so it is more accessible and they display the planning for parents to read which keeps all parents informed of what is happening in the setting. Staff are proactive in working with other providers, for example, children's development records are shared with other providers and the child's key person visits other settings children attend as well as welcoming other key people into the setting to share information. This means that parents, carers and other practitioners are involved in children's learning and development and each child is supported in working towards the early learning goals.

Staff ensure activities and learning opportunities are adapted to meet the needs of all children. For example, staff set up a large room with physical play equipment and ensure all children who wish to participate have enough room to move around safely and freely. Staff have good knowledge of each child's background and needs and discuss these with parents which means children's welfare requirements are well met.

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

Staff are knowledgeable about the Early Years Foundation Stage and use this to support children's learning. However, although planning for groups of children is comprehensive it is not entirely consistent in reflecting children's individual learning and developmental needs. Nevertheless, children are progressing well. Children are settled and eager to explore learning opportunities and their surroundings. They do this independently by choosing resources and asking to take part in activities. For example, children ask staff to read their favourite books with them. This shows that children are developing their confidence and self-esteem. Children engage in an activity using scissors and develop their small muscle skills to cut along lines on paper. They discuss the need to be careful with scissors and this shows they are developing an awareness of how to keep themselves safe. Staff understand children's individual needs and respond to these appropriately; this ensures children feel safe and secure.

Children follow good hygiene procedures by washing their hands before snacks and after toileting. They enjoy snacks provided by the staff, some of whom have completed food safety training. Staff ensure that children's preferences are incorporated into the snacks and that they are balanced and nutritious. The setting has a healthy eating board, which has photographs and details of healthy foods and pictures of children exercising. Children exercise regularly using large equipment to support the development of their large muscles. For example, children are able to climb on the climbing frame while other children play ball games and work cooperatively when kicking the ball to each other. This allows children to engage in physical activities and develop skills in using their bodies.

The staff regularly observe children and this enables a rich and stimulating environment to be created. Activities and learning opportunities are based on children's interests, age and stage of development and new experiences. For example, children engage in playing with dinosaurs and discuss the differences with staff who extend their knowledge and understanding as they teach children about the names and sizes of each dinosaur. Children readily access wooden puzzles with which staff support them and ask questions to develop children's problem solving skills. Staff strive to improve their planning systems to ensure that children's individual needs and children's next steps are always met. As a result, all children progress well in relation to their starting points and capabilities.

Children display a strong sense of belonging in the setting and behave very well. This is because all staff regularly praise children and give clear explanations of boundaries. Staff celebrate children's achievements with a 'WOW' board where children display details of what they have achieved at home or in the setting and these are shared with the other children and staff. This supports the development of children's confidence and self-esteem. Children work cooperatively with peers, which show that they are developing respect for others. Children also learn about other cultures and beliefs. This is because the staff provide a variety of resources which represent other cultures and beliefs including a display of different places of worship and dual language signs. Children have recently celebrated Eid and have

explored new foods that parents have brought in as part of the cultural celebrations. This means that children are gaining knowledge and understanding of the world around them.

## 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	2
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