

Pentland Road Playgroup

Pentland Road, Dewsbury, West Yorkshire, WF12 9JR

Inspection date	28/02/2013
Previous inspection date	10/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- A strong focus on development of communication and language skills means that children make rapid progress in English, and this prepares them well for school.
- Enthusiastic participation from staff means the most reluctant children join in activities and undertake challenges, that help them to make good progress in prime areas of learning.
- Emphasis on personal, social and emotional development, ensures children develop strong relationships with adults and their peers.
- Effective monitoring, that includes support from the local authority, means that action is taken to address any identified weaknesses, thus ensuring continuous improvement in the provision.

It is not yet outstanding because

- Educational programmes do not always fully support children in making the best progress across all areas of learning, because information about their next steps is not utilised effectively in all aspects of planning.
- Children's views are obtained through discussions with parents rather than directly from them, so staff cannot be certain that children's opinions are fully taken into account when making improvements.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector held meetings with the manager of the provision and the registered person.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Nicola Dickinson

Full Report

Information about the setting

Pentland Road Playgroup was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Pentland Junior and Infants School in the Saville Town area of Dewsbury, and is managed by a volunteer committee. The playgroup serves the local area and is accessible to all children.

It operates from one large room and there is a fully enclosed area available for outdoor play.

The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level three and above. The playgroup opens Monday to Friday during the school term. Sessions are from 9am until 11.30am.

There are currently 25 children on roll who are within the early years age group. The nursery provides funded early education for two- and three-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend planning further, to identify children's next steps in all areas of learning, thus ensuring they are fully supported in making the best progress across all aspects of learning and development
- enhance the self-evaluation process to ensure children's views are sought from them rather than through their parents, therefore making sure their views are fully taken into account when planning improvements.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff in the playgroup have a good understanding of the Early Years Foundation Stage. They provide a wide range of age-appropriate activities, both indoors and outside, that support children's progress across all areas of learning. All the children in the playgroup speak more than one language and for many of them, English is an additional language. The acquisition of English language is a primary focus and this is supported exceptionally well through regular conversations and discussions during activities and snack time. Staff all speak more than one language and although they speak in English most of the time, they are able to communicate with children in their home language. This helps to reinforce their understanding of English and how it relates to their home language. Displays and labels in the setting are in a variety of languages that include Gujaratti, Punjabi, Urdu and English, so children are able to understand them. Staff are also skilful in using props to promote children's language development. For example, they use puppets to support understanding of stories.

For the large majority of children, entry into the playgroup is the first experience they have of learning away from the home environment. With this in mind, educational programmes are structured to focus on communication and language, and personal, social and emotional development. The playgroup obtains information from parents about children's interests and their starting points when they first enter the setting. Staff work well together as a team, sharing information from parents and carers. This means that staff who are providing temporary cover are kept well-informed and are able to contribute to a service that meets the individual needs of all the children who attend. Children demonstrate that they feel secure when making choices from the activities and resources provided, for example sand play and painting.

Staff have a good understanding of where each child is in their development and assessments show that 'narrowing the gap' strategies are helping children to make swift progress from their starting points, across the prime areas of learning. Planning takes account of each child's individual interests and this ensures children are provided with activities that reflect their preferences for learning. For example, children enjoy learning about autumn by collecting fallen leaves and using them for collages. Through observations, staff record individual children's achievements and the activities they enjoy. Using 'Development Matters in the Early Years Foundation Stage' as a guide, staff identify children's next steps, but they are not yet using the information throughout planning. This means that although children are making good progress, planned educational programmes do not, always, offer enough differentiation to ensure children make the best progress, across all areas of learning.

Feedback about children's progress is shared with parents on a daily basis. Progress books are available for them to view, or take home, so that they can use the information from them to promote their children's learning. Newsletters share activities with parents to enable them to support their children's learning at home, such as using early phonics to support language development. Parents are also invited into the playgroup to take part in activities with their children. Displays show parents enjoying baking together. Progress checks at age two are currently being completed.

Children from different cultural backgrounds attend the nursery. They are developing a good understanding of equality and diversity through a wide variety of resources, such as small world and role play. They take part in celebrations from around the world including Eid and Christmas. They also enjoy educational outings, such as a visit to the local mosque.

The contribution of the early years provision to the well-being of children

Children in the playgroup appear to be happy and settled. They visit the setting with their parents and settling-in sessions help to smooth transition and provide some continuity in their care. A good key person system ensures children receive high levels of support at all times. They demonstrate strong attachments with chosen adults and they seek them out for reassurance. Staff are very good role models, prompting children to say 'please' and 'thank you'. The majority of children, when they enter the playgroup, have not experienced social groups outside of their extended families. Staff are mindful of this and

focus a large part of children's early learning on the development of their personal, social and emotional understanding. Children are learning to negotiate, share and take turns. For example, they share tools in the sand and include others in their play. As a result, they are beginning to develop good peer relationships within their group, demonstrating behaviour which is kind. Children are well-behaved because explanations appropriate to their stage of development support their growing understanding of right and wrong. Staff skilfully use picture cards, accompanied by simple explanations, to help them understand different emotions.

Children enjoy outdoor play in all weathers. Free-flow access from the playroom into a well-equipped outdoor area means that they can access the outdoor environment whenever they wish. When they do, they develop physical skills, while learning how their bodies benefit from healthy exercise. For example, they enjoy play on the large climbing equipment and they learn to risk assess for themselves as they climb and slide down. A varied selection of resources, such as hoops, construction materials and stepping stones, ensure all children are able to participate to the best of their ability. Enthusiastic participation by staff encourages even the most reluctant children to join in and test their skills. Children from the playgroup share their play time with those from the school nursery. This promotes their confidence and self-esteem when playing in a bigger social group. They also become familiar with nursery staff, so when the time comes for them to move into the nursery, they already have familiar adults and this helps to smooth transition. Staff are vigilant, ensuring children are well-supervised and kept safe at all times.

Staff talk to children about drinking plenty of water and eating fresh fruit and balanced meals. During breakfast time they discuss the benefits of eating wholemeal bread instead of white bread, and why milk is better for their health than juice. They make choices about the food they eat and this encourages their understanding about leading a healthy lifestyle. Children learn personal hygiene through practical routines and this helps them to be independent in their self-care when they move onto nursery school.

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

The staff team show a thorough understanding of child protection issues and children's safety is given high priority across all areas of the provision. For example, parents must use a buzzer to gain access to the building. All staff have completed safeguarding training to develop their knowledge of how to keep children safe. Daily checks ensure the environment is safe and suitable for children and detailed risk assessments and procedures are followed to safeguard children when in the playgroup. Risk assessments are in place to ensure children are kept safe during outings and staff are aware of the procedures to follow should a child go missing. Three members of staff hold a current first aid certificates which means that they can give appropriate treatment if there is an accident involving a child in the playgroup's care.

Entry into the playgroup by visitors, is through the main school building and here detailed records are maintained. A register of the children's attendance, including when they arrive

and leave, is in place. The manager supports parents' understanding of the club's practice by providing them with copies of the policies and procedures so they are clear about the service they provide. For parents who do not have English as their first language, policies and procedures are discussed with them to ensure they understand how the playgroup works to keep their children safe, for example, why they prohibit the use of cameras and mobile phones.

The manager has a good understanding of the learning and development requirements. With support from the local authority early years development team, she monitors how these are implemented. There is ongoing monitoring of staff and guidance develops further understanding of Early Years Foundation Stage. Staff attend training to ensure their knowledge is current and they have the skills to support children's learning. Through meetings with the staff team, members of the committee and the school headteacher, the manager is evaluating their practice and is aware of their strengths and any areas of weakness. Self-evaluation is accurate and action is taken to address any identified areas of weakness. For example, parents are given information more frequently to ensure that they are kept up-to-date with what is happening in the playgroup.

The playgroup seeks the views of parents through daily discussions and questionnaires. They respond positively to any suggestions, enabling parents to be involved in the ongoing evaluation of their provision. Examples of improvement in their practice include more opportunities for outdoor play, more baking and better systems for the disposal of nappies. Views of children are sought through discussions with parents rather than directly from the children. This means that the playgroup cannot be certain children are actively involved in the evaluation of the provision, because it is not clear whether the suggestions for improvement have been made by parents, or by the children themselves.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready

		for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	311397
Local authority	Kirklees
Inspection number	876885
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	25
Name of provider	Pentland Road Playgroup
Date of previous inspection	10/12/2008
Telephone number	01924 325305 or 07877 794830

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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