

Lindley Pre-School Playgroup

Methodist Church Centre, East Street, HUDDERSFIELD, West Yorkshire, HD3 3ND

Inspection date

17/06/2013

Previous inspection date

15/06/2010

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

- Children have good opportunities to develop their independence, particularly at mealtimes. This means they become confident in their ability to do things for themselves and develop high levels of self-esteem.
- Practitioners provide a stimulating, welcoming and well-resourced environment. They present a good range of activities that really capture children's imagination and interests. Subsequently, children make good progress in their development and have fun in their learning.
- Practitioners give the highest regard to making children's transition into their care a calm and pleasant experience. Close relationships and attachments ensure children are happy, secure and confident in being away from their parents.
- The excellent relationships with school ensure children's transition into school is smooth. This means children are well prepared for their future learning.

It is not yet outstanding because

- There is scope to extend the opportunities for children to count reliably with numbers from one to 20, to strengthen their understanding of changes in quantity when something is added or taken away.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector toured the premises and the outside area.
- The inspector discussed policies and procedures, risk assessments and the monitoring and assessment procedures.
- The inspector met with the manager and spoke with staff and children at appropriate times of the day.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Jane Tucker

Full Report

Information about the setting

Lindley Pre-School Playgroup has been registered since 1989 and is registered on the Early Years Register. The pre-school operates from the Methodist Centre in the village of Lindley, near Huddersfield. It is a committee run pre-school which is managed by a local manager. The pre-school serves the local area and is accessible to all children. The pre-school has access to a large playroom, a smaller side room and storage areas on the first floor and to ground floor toilet facilities. There is an outdoor play area. Access to the provision is via stairs inside the building. The nursery employs five members of staff. Of these, four hold appropriate early years qualifications at level 3, including the manager with Early Years Professional Status.

The provision is open all year round, except for school holidays. Sessions are from 9.15am until 3pm, Monday to Thursday and 9.15am until 12.30pm on a Friday. Children attend for a variety of sessions. There are currently 54 children attending who are in the early years age range. The pre-school provides funded early education for two, three and four year old children. It supports children with English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the opportunities for children to count reliably with numbers from one to 20, to strengthen their understanding of changes in quantity when something is added or taken away.

Inspection judgements

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

Children's progress in their learning is good because staff have a secure knowledge and understanding of how to engage their interest and support their development. Children's progress across all the areas of learning is good, particularly in their personal, social and emotional development. For example, children demonstrate friendly behaviour with their peers, and show confidence in speaking to others about their own needs, wants, interests and opinions. Staff are confident in their teaching and support children's learning effectively. For instance, they give children time to play uninterrupted which allows them to successfully direct their own learning and follow their interests. Children's progress and development is observed and monitored well. Development records for all children are updated regularly and their individual next steps are included in the planning of further

activities.

The pre-school is well resourced and provides children with a stimulating environment in which to play and learn. For example, a comfy area is provided for children in which they can sit and look at books. Children access this area independently and select books to promote their interest; they also sit with staff and listen to them reading. Children are confident to contribute to stories by discussing or predicting what is happening. The well-resourced physical area is particularly attractive to boys who enjoy role play with a member of staff. Opportunities are provided for children to initiate and join in imaginative play. A member of staff encourages children to talk about what is happening and there is a good understanding of language throughout the activity. For example, when a member of staff uses the word 'reverse', the children know this means to go backwards and when she asks what 'direction' their boat is going in, the children signal 'left' or 'right'. Through planned and purposeful activities opportunities are also provided for children to enhance their already emerging mathematical skills. However, children do not have enough opportunities to understand that things change in quantity when something is added or taken away.

Partnerships with parents are very effective. Following parents' initial visit to the pre-school staff arrange a home visit where they spend time getting to know the child in their own environment. This helps staff to quickly settle children into the provision. Information is exchanged daily around children's welfare and parents are provided with opportunities to be involved with their children's learning. The pre-school also has a secure social networking site which they use to share children's development and activities that have been taking place in the provision. This has been a very positive tool for improving communication between parents and the pre-school. Parents who were not as involved in their children's learning, have become more so since the introduction of this medium. The pre-school also has good relationships with the local school and children are able to visit the school with the pre-school staff; while some teachers visit the children in pre-school. Children's learning journeys and their tracking forms ensure that schools have a reliable assessment of their abilities and interests. Therefore, children are well supported and prepared for the next stage in their learning and their transition to school.

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

Children's transition into the pre-school is managed very effectively through home visits, close partnership working with parents and tailored settling-in visits. Staff have a secure knowledge of children's starting points through initial observation and assessment together with information gathered from parents. The key person ensures regular information is passed to parents to keep them informed of their children's welfare, learning and development. Staff are good role models and children learn to behave very well. Children are actively encouraged to become independent and confident in their environment. They show confidence in social situations, such as snack time, and enjoy discussing activities they have taken part in with their parents and siblings, such as going swimming. Children also understand the importance of good hygiene practices and independently wash their hands before having their snack and lunch. During snack time children get their own cup and plate and choose where they would like to sit. They are

offered choices of milk and water and independently pour their own drink. When they have finished their snack they go and wash their own plate and cup and place them to dry.

Staff provide encouragement and praise for good manners and children understand that they have to share resources and take turns. Staff explain safety issues carefully to children so they understand the implications. For example, when a child wanted to throw a large ball a member of staff explained that he had to look around him and make sure his friends would not get hurt. Children's health is promoted effectively and children are given opportunities to go outdoors. The pre-school also has the benefit of using an outdoor play area and the use of some of the outdoor equipment at the adjacent school. This allows the children to have lots of fresh air and move around and play on a larger scale. The positive relationship with the school and pre-school also supports children's transition into school education.

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

Leadership and management of the pre-school are strong because the manager has a clear vision and strives to provide a quality service. The manager provides clear leadership and ensures all staff have a good understanding of their responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. The manager has implemented several changes to the monitoring of the educational programmes, planning and assessment, and there is now a good overview of the curriculum which shows children's progress to the early learning goals. The manager and staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements, and staff know how to keep children safe. Proficient recruitment and vetting procedures are in place and the manager ensures staff are suitable and safe to work with children. Together with good induction procedures, this helps staff to form the basis of their understanding of their roles and responsibilities in the pre-school. There are good policies and procedures in place, clearly understood by staff and shared with parents.

The manager has introduced peer observations to identify and monitor the quality of teaching in the pre-school. The outcomes of the observations are discussed in staff supervisions and are used to mentor and support staff in their professional development and identify any possible training needs. The staff attend training courses which are provided through the local authority and plan ahead to update their knowledge. Staff discuss the impact of any training they have attended and are encouraged to disseminate their knowledge to the rest of the team. Staff are highly motivated and agree that regular staff meetings and supervisions help them to review their working practices and discuss and change any areas that they feel need improving. All of these practices ensure that children receive a good standard of care and education at all times.

Through continuous self-evaluation the manager, staff and the parent committee are dedicated to improving the standard of education and care in the pre-school. Targets for the future are realistic and achievable. Parents are also invited to play a part in this

process by verbally discussing the pre-school's practices. Parental involvement and views are valued and there is a good partnership between parents and staff. Parents are highly complimentary about the care and education their children receive. They comment upon how 'independent' their children have become and 'how happy they have always been' at the pre-school. There are strong partnerships with others involved in the children's development. For example, there are good links with the local schools and other external agencies.

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 action. 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	311322
Local authority	Kirklees
Inspection number	876880
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	54
Name of provider	Lindley Pre-School Playgroup Committee
Date of previous inspection	15/06/2010
Telephone number	07905725128

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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, which are usually the childminder's 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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