

Healey Playgroup

West Park Road, Batley, West Yorkshire, WF17 7EL

Inspection date	03/07/2013
Previous inspection date	17/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The staff provide a welcoming, secure and inviting playgroup in which children engage fully in activities that are of interest to them and which meet their needs and abilities, so all children make good progress.
- Children are well supported to understand the importance of a healthy lifestyle in the playgroup because staff encourage them to follow good hygiene practices, and ensure that children have plenty of fresh air, exercise and eat balanced nutritious meals.
- Children are happy and confident at the playgroup because staff work hard to develop trusting relationships and give a high priority to promoting children's well-being.
- Staff work with other agencies who are involved in the care of children very well, as a result, they protect children and enhance their development well.

It is not yet outstanding because

- There is scope to improve the already informative initial assessments completed when children first start at the playgroup to maximise their learning and to involve parents more in contributing to these assessments; to also include their ongoing observations of children's development.
- There is scope to improve the routine of each session to ensure that opportunities for children to have good lengths of uninterrupted time for play are maximised to enrich children's engagement in the activities.

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 observed the activities in the playroom and outdoors.
- The inspector had discussions with staff, children and parents.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Helene Terry

Full Report

Information about the setting

Healey Playgroup was registered in 1993 and is on the Early Years Register. It operates from the main hall in Healey community centre in Batley, West Yorkshire. The playgroup is managed by a voluntary committee. It serves the local community and is accessible to all children. There is an enclosed area available for outdoor play.

The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The playgroup opens Monday, Wednesday and Friday term time only between 9am to 11.30am and 12.30pm to 3pm. There is also a lunch club for the children that operates between 11.30am to 12.30pm. Children attend for a variety of sessions throughout the week. There are currently 34 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-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:

- enhance the already good assessment of children's development by covering all aspects of children's learning on entry into the playgroup in more depth and include more information from parents as part of that initial assessment
- find ways of developing the daily programme of activities to include more time for the children to be involved in uninterrupted play to enable children to become more deeply involved in their activities.

Inspection judgements

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

The staff team are well qualified and have a secure knowledge and understanding of how children learn and develop. They provide a broad and balanced range of enjoyable experiences to promote children's learning across all areas of development both indoors and outdoors. These activities interest and stimulate children, match their abilities and provide good challenge. The playgroup's observation, assessment and planning processes are strong. However, children's starting points are not always clearly identified across all areas of learning. In addition, the information gathered from parents about what children

know and can do on entry is mainly focused around personal, social and emotional development. This, occasionally, has an impact on staffs' ability to immediately plan activities to maximise progress from the beginning. They appropriately plan activities to promote the next stages of each child's overall development. Staff complete the progress check at age two and a summary of children's development at three years of age. This highlights children's ongoing development well and successfully informs parents of their children's progress. In addition, parents have regular chats with their child's key person and parents' evenings are held three times a year. Parents are effectively involved in their children's learning. They are encouraged to inform the playgroup staff about children's achievements at home through the 'wow board' displayed in the entrance area. Staff use this information to further inform the planning of the children's activities. Parents are also given good information on how to extend learning at home through the regular newsletters and discussions with staff. Children who speak English as an additional language are supported well because bilingual staff are available to guide them in their home language.

Staff use good techniques to engage children in learning. For example, they use large and small group activities as well as one-to-one work with the children. Four-year-olds and the more able three-year-olds enjoy group work focusing on the initial sounds of letters of the alphabet, whereas three-year olds do group work focusing on the sounds and beats of words through listening activities. This helps close the gap in achievement for children to ensure that they all have the best possible start in their learning when they start school.

Children's communication and language skills are developing well. Staff provide opportunities for children to talk with their peers and adults about what they see, hear, think and feel at mealtimes and during group activities. Children confidently talk about their likes and dislikes and home life as they sit around the tables. Staff also extend children's learning by asking questions, encouraging them to think about past activities and then they give children time to think and respond in their own words. For example, children have been recently looking at the life cycle of a caterpillar. As children make butterfly pictures, staff ask children to recall what happens in the 'hungry caterpillar book'. Children were quick to talk about that butterflies come from chrysalis and that eating lettuce makes them feel better. Staff introduce mathematical skills into everyday activities and routines. For example, as children make butterfly pictures they are asked to fold the paper in half and as they play in the water tray they learn about capacity as they fill an empty containers.

Staff support children as they learn to problem solve when they are completing jigsaws. When noticing that a child is finding it difficult to find another piece to place in the jigsaw, staff support learning further by encouraging the child to observe the picture on the box and talks about colours and shapes that may fit together. Children have very good opportunities to develop their physical skills and use pens, pencils, paintbrushes and chalk on a variety of surfaces to develop their small muscles. They delight in playing on the good range of apparatus outdoors, such as slides, climbing frame, bikes, scooters and balancing equipment where they develop their large physical skills. Children have lots of opportunities to be creative in the role play areas and the various art and craft activities that they do. They confidently ask staff for equipment, such as the camouflage netting so that they can make dens. Staff successfully model being 'a thinker' to solve problems by

thinking out aloud and asking 'Now what do we need to put the camouflage netting up?' A child quickly responds and says 'We need the pegs'. As a consequence, children are building good skills for their future development.

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

Children enter the playgroup enthusiastically and separate from their parents successfully because staff ensure that they form strong and secure attachments to their key children. This is done through a gradual settling-in period that is individual to each child's needs. As a result, children are supported well, which in turn helps them feel safe and secure and enables them to feel confident in the playgroup. Children are becoming increasingly independent within the group. They make choices about activities that they want to do and they are beginning to take responsibility for managing their own personal care needs as they take themselves to the toilet and wash their hands before eating. Children are encouraged to put on their own aprons before playing in the water or painting and they put their own pictures to dry on the drying frame. Staff are aware of children's differing abilities and give support where needed. They are positive role models who set good examples for the children. As a result, children are learning to share, be kind to one another and are well behaved. Staff help children to become aware of their own personal safety and that of others. For example, as they play on the balancing cups staff talk with the children about how to use the balancing equipment safely. As a result, children are confident to take risks and show great pleasure in their achievements. Children are also learning about how to cross roads safely. For example, staff and children use chalk to draw a road on the ground in the outdoor play area. A zebra road crossing is added and children enjoy using the role play equipment, including a lollipop stop sign, to stop their friends on the bikes and help others across the road.

Children have good opportunities to learn about the benefits of a healthy lifestyle. They have good opportunities to play outside throughout the sessions in the fresh air. Children exercise well as they play on the equipment and run around with the balls. They follow good hygiene practices and enjoy a healthy diet. Meals and snacks consist of lots of fruit and vegetables and they have water bottles that they access at all times. The weekly menu is displayed in the entrance area for parents' information. Children enjoy helping staff plant and grow fruit and vegetables in the garden. They water the plants, such as strawberries, peas and lettuce and then help prepare and eat the produce. As a result, they are learning about life cycles as well as where their healthy food comes from.

Staff help parents prepare their children for their move onto school. They support parents with school visits and share information about children's development with their new teachers. They also read books and stories to children about significant events in their lives to help them prepare for changes and to support their emotional needs and well-being.

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

The strong leadership of the playgroup enhances the good quality provision. A confident and capable staff team successfully promote children's learning and well-being. Procedures for safeguarding children are strong. The inspection took place following notification of an incident where a child left the playgroup unsupervised. The inspection found that the staff were fully aware of their responsibilities and took all the appropriate steps, such as quickly searching the area and informing parents and the relevant authorities. The manager carried out a full review of the risk assessments and practices within the playgroup to make sure that risks to children are further minimised or eliminated. Comprehensive risk assessments are backed up with daily checks to ensure that the toys, premises and equipment are safe and suitable for use. Staff also risk assess outings appropriately and staffing arrangements ensure children are supervised at all times. Systems to monitor ongoing suitability of adults working with the children are in place. Recruitment and vetting procedures are strong to ensure that staff are suitable to work with children. A strong supervision and appraisal system is used, and as a result, staff are supported well. They also have good access to training to enhance their skills and knowledge and further support the development of children. Staff demonstrate their ability to follow the local safeguarding procedures. A good range of policies and procedures are in place and are consistently applied. These are reviewed and updated regularly. All staff hold a valid paediatric first aid certificate so that they can treat minor injuries if necessary.

Monitoring and evaluation systems are secure and staff use these well to support children's learning and development. The manager oversees children's development and she tracks this to ensure that gaps in achievement are closing. Management use self-evaluation to ensure that the playgroup's strengths and areas for improvement are highlighted and quickly addressed. The action and recommendation identified at the previous inspection have been implemented to enhance children's well-being and development. Parents are involved in the self-evaluation process through discussions, parent questionnaires and through the playgroup's committee. Parents state that they are very happy with the care and learning opportunities that their children receive. They state that their children's social and communication skills have improved immensely and that all staff are very helpful and co-operative.

The staff team effectively promote partnerships with parents, other agencies and other early years providers. Parents are well informed about all aspects of the playgroup through regular chats, newsletters and displays. Highly effective partnerships with other professionals ensure children's individual needs are clearly identified and well supported through ongoing review. Staff establish secure links with the local nursery and school and they work closely with social care departments, health visitors, speech and language therapists and the local children's centre. As a result, they effectively support the needs of children.

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	311327
Local authority	Kirklees
Inspection number	925552
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	34
Name of provider	Healey Playgroup Committee
Date of previous inspection	17/03/2010
Telephone number	07892 943221

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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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