

# Upper Hopton Playgroup

Croft House Community Centre, Jackroyd Lane, Upper Hopton, MIRFIELD, West Yorkshire, WF14 8HS

<b>Inspection date</b>	14/11/2013
Previous inspection date	01/12/2009

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

## The quality and standards of the early years provision

### This provision requires improvement

- Young children develop attachments with their key person and they are given regular comfort and cuddles when needed. This results in children being happy, confident and sociable in the setting.
- Established links with the local schools ensure that children are provided with the appropriate support for a smooth transition when the time comes.
- Staff help to keep children protected from harm because they have a good knowledge of procedures to follow should they be concerned about a child.

### It is not yet good because

- Teaching is not consistent throughout the setting. Routines are too structured, resulting in some children missing out on chosen activities and not making maximum progress. Planning does not always take account of children's interests and assessments so activities sometimes lack challenge.
- Snack time is disorganised and results in children's play being interrupted.
- Key persons miss opportunities to suggest activities or experiences parents can do with their children at home to promote their learning at home.

## 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.

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 large play room and the outdoor area.
- The inspector spoke with the manager and the teaching staff at regular intervals throughout the inspection and made observations of the children present.
- The inspector sampled a selection of relevant documentation including the local authority audit report.
- The inspector spoke to a variety of children during free play.
- The inspector took account of the views of the parents and carers spoken to on the day and from parent questionnaires.

## Inspector

Hayley Gardiner

## Full report

### Information about the setting

Upper Hopton Playgroup was registered in 1993 on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. It is situated in a community building in the Upper Hopton residential area of Mirfield, West Yorkshire. The playgroup serves the local and surrounding areas. The playgroup operates from one large playroom and 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 2 and level 3.

The playgroup opens Monday to Friday term time only. Sessions are from 9am until 1pm on a Monday and Wednesday and from 9am to 3pm the rest of the week. Children attend for a variety of sessions. There are currently a total of 26 children attending, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery has close links with the local children's centre.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality and consistency of teaching, to ensure all children make maximum progress, by using the information gathered to plan and provide challenging and exciting learning experiences that reflect children's emerging interests and by having a more flexible routine.

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

- improve the organisation of snack time by encouraging a cafe style system
- promote learning at home by supporting parents and suggesting activities and experiences parents can do with their children at home.

## Inspection judgements

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

Overall, children make steady progress. Staff meet the needs of children sufficiently because they provide a sound range of interesting activities covering all areas of learning. Staff conduct assessments and observations of their key children; this means they are

able to support children's learning adequately. However, assessment information is not always used to inform planning and children's interests are not consistently reflected in planning because the staff focus too much on routine. They sometimes miss to extend learning opportunities for children during their play to support them to make better than satisfactory progress. For example, children explore the shaving foam play with interest and excitement when a member of staff closes the activity and takes it away to set up the snack table. As a result, the children are disappointed and have their play interrupted and are unable to further develop their play.

Key persons know their key children well. Staff gather some information about children's care from their parents when the child starts at the setting, in the form of an 'All about me' book. As a result, generally children feel safe, secure and confident. Children and their parents are affectionately welcomed by staff when they arrive and most children quickly settle into an activity allowing their parents to leave. Overall, children participate well in their activities, including both child-led and adult-led activities. Most children are developing the skills, attitudes and dispositions they require to help them prepare for their next stages in their learning.

Children enjoy large role play; they make cups of tea and plates of food in the homecorner. Children freely access the area and use their imagination to act out their own play. Some older children talk confidently about their previous experiences and what they are doing and seeing. All children benefit from sensory play experiences as they explore the sand, water, and shaving foam. Some staff ask open-ended questions to children to help them think and problem solve, such as 'Where do you think' and 'who could do that?'. Some of the teaching staff have a natural flare and use their ideas to implement good activities. For example, they encourage the children to use the scissors carefully and cut out shapes. However, this good teaching is not consistent throughout the setting and sometimes activities lack sufficient challenge and are mundane.

Development records contain photographs, creative work and written observations, assessments and the children's next steps in their learning. These show all children are making satisfactory progress and are developing within the expected development band for their age. The playgroup works suitably with parents to involve them in their child's learning which enables them to support children to make progress. However, key people sometimes miss opportunities to suggest activities or experiences for parents so they can further promote children's learning at home.

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

Overall, children are happy, confident and obviously enjoy their time at the playgroup. Young children develop attachments with their key person and other staff. They are given regular comfort and cuddles when needed. The key person system ensures that staff know their key children. Overall, staff are good role models and provide a calm, caring environment for the children. As a result, children behave well and play cooperatively with their friends.

The playgroup is well organised and resources are accessible to children enabling them to make independent play choices. Children have good safety awareness, for instance, they remind each other of why it is important to sit down when eating or drinking. Staff teach children to behave in safe ways, such as by walking indoors to avoid accidents. Children take good care of their personal needs independently. For instance, they use the bathroom independently by washing their hands at appropriate times. Staff change nappies in comfortable, private and clean areas. Children are becoming independent at meal times. For example, they give out the plates and cups. However, snack time is disorganised which results in children being distracted or taken away from activities to have a snack.

Children are taught about being healthy and will talk about the various fruit and vegetables they eat, like and dislike. Children also benefit from daily fresh air and enjoy being able to freely access the outside play space. They have access to a good sized outdoor area and can access the surrounding areas, such as the woods. Children go out into the community regularly and have become part of the village life, for example, the villagers made a large igloo in the winter months and the children were invited to go and see and explore the structure.

Children are taught about going to school and are beginning to understand they do not stay at the setting forever. Close links with the local school mean that children are able to visit and join in activities with the school children, so they are confident when they start school.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a good knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. Suitable induction procedures are in place to support new staff and students and to help them understand their roles and responsibilities. The setting adheres to regulatory ratios to meet the needs of all children and ensure their safety. Children are protected in the event of an accident because a number of staff have a current paediatric first-aid certificate. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager has a satisfactory understanding of her role in meeting the learning and development requirements, including the extent to which she monitors the planning. She has been working closely with the local authority since September to improve observation, assessment and planning including developing provision for the two-year-old children. Staff have regular supervision and the manager is now supporting staff to develop quality teaching practices throughout the playgroup. There is a suitable programme of training available to staff. The process for self-evaluation within the playgroup includes the views

of staff, parents and children. This allows everyone to be involved. New ideas and suggestions are implemented from this process. The manager has a vision for the playgroup and is dedicated to improving with priorities and actions to meet.

Partnerships with parents and other professionals are good, which supports children's individual needs and helps children make adequate progress. Parents are encouraged into the playgroup to discuss their child's day and they have access to their child's development file to involve them in their learning. However, staff miss opportunities to help parents promote children's learning at home. The playgroup works together with the local authority early years team to make improvements to the playgroup. Partnerships with children's services and other specialists are in place to help staff support individual children when needed.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	311348
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	938516
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Upper Hopton Playgroup Committee
<b>Date of previous inspection</b>	01/12/2009
<b>Telephone number</b>	07989 212296

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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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Piccadilly Gate  
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