

# Marsden Pre-School Playgroup

Lakeside, Marsden, HUDDERSFIELD, West Yorkshire, HD7 6AE

## Inspection date

18/12/2013

Previous inspection date

21/10/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Relationships between practitioners and children are strong, resulting in happy and independent learners who are making good progress in their learning and development given their starting points and capabilities.
- Practitioners work effectively with parents to promote children's learning and development within the setting and at home.
- Ongoing training and access to professional development is prioritised by the management team, ensuring practitioners are kept up-to-date with legislation and requirements.

### It is not yet outstanding because

- There are no clear procedures in place for practitioners to confirm their continuing suitability to work with children.
- Planning for the outdoor environment is not always used effectively, resulting in limited opportunities for learning in a range of environments.

## **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 children's play both inside and outdoors, including staff interactions with children and completed a joint observation with the manager.
- The inspector held discussions with the manager, staff members and several parents.
- The inspector looked at documentation including safeguarding procedures, children's developmental records and planning, disclosure check information and staff qualifications.

## **Inspector**

Lynsey Hurst

## Full report

### Information about the setting

MarsdenPre-School Playgroup was registered in 1966 and is on the Early Years Register. It is managed by a committee of parents. It operates in the ground floor premises of a mill. Children are accommodated in one room with access to an enclosed outdoor area. There are currently 61 children aged from two to five years on roll, some attend on a part-time basis. The playgroup supports children with special education needs and/or disabilities. It is open each weekday from 8.45am to 11.30am, from 11.30am to 12.45pm for a lunch club and from 12.45pm to 3.30pm on Mondays, Wednesdays and Fridays during term time. There are six members of staff who work directly with the children, all of whom hold relevant childcare qualifications. The playgroup receives support from the local authority.

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

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

- develop a process for monitoring changes to staff circumstances in relation to their suitability to work with children
- introduce planned daily outdoor learning opportunities to support all areas of children's learning and development.

## Inspection judgements

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

Staff create a friendly and welcoming environment so children are confident to leave their parents and carers, as a result, children settle quickly and engage in activities. The staff know the children well and through astute observations and assessments they understand what the children know and can do. This means they are able to plan activities that support learning and development.

There is a well-organised and effective self-registration process that promotes children's independence skills. Child-initiated activities are supported by the effective deployment of skilled staff who allow children time to explore and experiment with their own ideas and experiences, while supporting their learning through skilful questioning. A group of children enjoy building Santa's Sleigh from large wooden blocks, they work together designing and modifying as they play, with two children pretending to use hammers, demonstrating their imaginative and problem solving skills. Staff encourage the children to think about what else the sleigh needs and what they can use, which results in the children placing a selection of blocks for reindeer's to pull the sleigh.

Teaching is good, children have access to a variety of planned and free choice activities,

children are confident to access these with little support. Creative activities support children's independence with resources readily available. Children making stars use a variety of materials, showing excellent control over tools, such as, scissors and colouring pencils. Children are keen and enthusiastic to show staff their completed stars, resulting in positive praise from staff and other children. Children's learning and development is supported by challenging and stimulating experiences that cover all seven areas of learning. During a transport building activity a small group of children are questioned about how they travelled to the setting, this results in a discussion involving mathematical language, such as more and less. The staff support the children in identifying whether the car or walking is most used. The transport activity is extended through staff asking the children if the boats would float or sink, the activity was moved to the water play to experiment. Children and staff discuss their thoughts before testing them out, this results in children thinking about why things sink, for example, because they are heavy.

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

Well-established and effective key person arrangements support children's emotional development, as a result, children are confident within the setting and have positive relationships with all staff. Staff are good role models for the children as they are respectful, polite and use appropriate language and behaviour. Staff use positive praise to support children's self-esteem and this is valued from the children. Children are well behaved and are developing good social relationships, with some developing close friendships with their peers. Children are encouraged to play together and share experiences, whilst staff support children in understanding the safety aspects of their play.

Children have good hygiene routines, which some manage independently. Children are aware of the need to wash their hands before meals, after using the toilet and after messy activities and because children have open access to hand washing facilities and use them appropriately, they are developing their self-care. Children are involved in the organisation of snack time and decide what snack they will have from the selection of fruit and toast available. Snack time is a relaxed social occasion with children sitting and talking together. Milk and water are available throughout the session and children demonstrate excellent control when pouring drinks as they help themselves.

Links with the local school are good because the setting works in partnership with the school to operate a lunch club, that children from the setting access. This, along with strong transition arrangements, supports children in their preparation for school and future learning. The indoor environment is well resourced and stimulating, providing children with opportunities to develop their learning. That said, the outdoor area is not planned for or used effectively, as a result, children have limited access to challenging and stimulating learning opportunities while outdoors.

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

Children are cared for by experienced and qualified staff. The staff group have undergone recent changes, however, the core staff group remain static, giving consistency for the children and families. The manager is motivated and experienced and has high expectations of the staff group. Annual appraisals support the staff with continuing professional development and supervision takes place each term and focuses on staff performance as they support children's development. In addition, the manager ensures all staff are clear about their roles and responsibilities. Regular training and access to professional development is given priority to ensure staff are kept up-to-date with requirements as well as developing their personal effectiveness. There are clear links between the manager and the committee who are responsible for monitoring the provision. Learning and development is monitored by the manager through weekly planning meetings, which promotes the early identification of children who may need additional support and provide the staff with opportunities to discuss any concerns they have.

All staff have undergone relevant checks for their suitability as part of the recruitment process, however, there are no clear procedures in place for staff to declare any changes in suitability. Robust recruitment procedures are in place and these are managed by the committee. All staff have completed relevant training around safeguarding and child protection, they are aware of safeguarding procedures, which are reviewed annually and are aware of their responsibilities relating to children's welfare.

Parents feel they are actively engaged in their children's learning and development and they share information with the setting at parents evenings, open days and through being involved in playgroup activities. Parents complete feedback sheets to support the setting in identifying children's individual interests, which are then used for the planning of activities. Parents are involved in the completion of the two year progress checks and are encouraged to share these with health professionals. Self-evaluation is completed and updated by the manager, taking into account the views of staff through a self-evaluation book from parents, through a 'you said, we did' board and committee meetings. All of which contribute to the continuing development of the setting.

## 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>	311293
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	868009
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Marsden Pre-School Playgroup Committee
<b>Date of previous inspection</b>	21/10/2009
<b>Telephone number</b>	01484 845782

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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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