

Slaithwaite Playgroup

Community Centre, Bankgate, Slaithwaite, HUDDERSFIELD, West Yorkshire, HD7 5DL

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| Inspection date | 09/12/2013 |
| Previous inspection date | 17/11/2011 |

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| The quality and standards of the early years provision | This inspection: | 4 |
| | Previous inspection: | 2 |
| How well the early years provision meets the needs of the range of children who attend | | 4 |
| The contribution of the early years provision to the well-being of children | | 4 |
| The effectiveness of the leadership and management of the early years provision | | 4 |

The quality and standards of the early years provision

This provision is inadequate

- Children are not always kept safe when playing outdoors. This is because the garden gate is not kept secure.
- Staff do not always provide children with direction and explanations when they display poor levels of behaviour. As a result, children are not learning what is acceptable behaviour.
- The management team are not fully aware of their responsibilities with regard to meeting the requirements of the Statutory framework for the Early Years Foundation Stage which hinders their capacity to improve.
- Staff do not sufficiently plan for the next steps in children's learning and their interactions with the children are poor. This means that activities lack challenge and activities are not tailored to help children to make good progress to support their future learning and development.
- Staff do not always complete and share children's progress checks with parents. Consequently, staff do not have an accurate understanding of what children can do.
- The educational programme is not monitored to enable staff to identify any gaps in the children's learning and implement the appropriate strategies and interventions.

It has the following strengths

- Children enjoy baking activities which promotes their social skills as they work collaboratively.

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 carried out a joint observation of a baking activity with the manager.
- The inspector observed staff interactions with the children.
- The inspector viewed a range of documents including policies and procedures, children's development records and planning.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector
Sarah Taylor

Full report

Information about the setting

Slaithwaite Playgroup was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Slaithwaite area of Huddersfield, and is managed by a voluntary management committee, mainly comprising of parents and carers. The playgroup serves the local area and is accessible to all children. It operates from Slaithwaite community centre and there is an enclosed area available for outdoor play.

The playgroup employs four members of childcare staff. Of these, all hold appropriate early years qualifications. The playgroup opens Monday to Friday from 8.45am to 11.45am and from 12.15pm to 3.15pm term time only. The setting also run a lunch club between 11.45am to 12.15pm. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure that children are kept safe at all times by making sure that the garden gate is kept secure when children are playing outside
- improve staff's knowledge of behaviour management strategies to ensure children develop an understanding of acceptable behaviour
- ensure the nominated person is clear about their role and has a suitable understanding of the Statutory framework for the Early Years Foundation Stage
- ensure that staff identify the next steps in children's learning based on their observations and use this information to plan interesting and challenging activities that help the children to make good progress in their development
- ensure staff review all children's progress between aged two and three years and complete a written summary to share with parents and carers
- monitor the educational programme to enable staff to identify any gaps in children's learning in order to implement appropriate strategies and interventions to help children to make the best possible progress in their learning
- strengthen the key person system to ensure that all staff interact well with the children and are responsive to their needs, to help prepare them for the next steps in their learning.

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

- increase children's experiences to explore similarities and differences between themselves and others, for example, by planning further outings that enable children to explore the wider community.

Inspection judgements

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

The educational programme provides some suitable activities for the children to participate in. However, activities lack challenge because staff do not use their planning and observations of the children to identify the next steps in their learning and children can often be seen wandering without purpose. Consequently, children do not make good

progress in their development. Staff are familiar with the 'progress check at age two'. However, not all staff have completed a progress check for children within this age range and they do not always share their assessments with parents. As a result, staff are not always aware of what children can do. This means that they cannot plan specific activities to capture the children's interests fully and parents are not sufficiently involved in their children's learning. Staff complete children's record books which contains photographs, children's artwork and some observations. Parents comment that they enjoy receiving this information.

Staff have some knowledge about what children can do when they first start at the playgroup and children are allocated a key person. However, ongoing interaction between the staff and children is poor, which means that children are not well prepared for the next steps in their learning and eventually the move to school. For example, following meal time, children are left to play with very little interaction from staff.

Children enjoy some activities. For example, they work collaboratively with their peers to spoon the 'tiffin' mixture into the containers. The member of staff then encourages the children to take turns, which promotes their personal, social and emotional development. Children enjoy solving simple problems, for example, the staff encourage them to use the computer to count the number of objects on the screen. Children learn about some aspects of the wider world. For example, staff arranged for a visitor to come into the playgroup to show the children different animals. However, there is room to increase the number of outings children go on to develop their understanding of the community and the wider world.

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

Staff obtain some information from parents when children first start at the playgroup. For example, staff record information about children's basic care needs, such as toileting routines and their favourite toys. The recently reviewed settling-in procedure, which now provides a more gradual approach to welcoming new children into the playgroup, helps the children to settle reasonably quickly when they first start. When children are ready to move onto school and other settings, staff invite their new carers in to the playgroup to support their transitions. Children are allocated a key person to gather and share information with parents regarding children's care needs.

Children's behaviour is not consistently managed well. For example, staff do not always intervene in more boisterous play or provide explanations to support the use of good language. Consequently, children do not always learn about boundaries. Children's self-esteem is suitably promoted because the staff display the children's work attractively around the room. Regular fire drills ensure that the children are learning how to keep themselves safe. Staff encourage children to wash their hands, for example, after the baking activity, this helps children to develop their independence skills. Resources are of suitable quality and are clean, bright and attractive. As a result, children enjoy selecting from the equipment available.

Children enjoy the packed lunches they bring into the playgroup and staff ensure that they

provide parents with information about suitable packed lunch options. This helps the children to begin to learn about the importance of healthy lifestyles. Children enjoy using the wheeled toys in the garden where they learn to negotiate space and enjoy fresh air and exercise.

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

This inspection was carried out following a concern raised around the suitability of staff and their ability to manage children's behaviour. The inspection found breaches to the welfare requirements. For example, while some staff have some understanding of behaviour management strategies, they do not effectively apply them into practice. This is also a breach of the requirement for the Childcare Register. With regard to staff suitability the inspection also found that the management team were unclear about their roles. For example, the nominated person does not demonstrate sufficient understanding of their role to have a sufficient understanding of the learning and development requirements.

The management team and staff have a suitable awareness of the sign and symptoms of abuse and the procedures to follow should they have a safeguarding concern about a child. However, the outdoor area has a gate at child level which the children can easily open because it is not secured. In addition, the general public can cut through the grounds of the playgroup and the premises are close to a busy road. The lack of security regarding the garden gate poses a risk to the children, and therefore, they are not suitably safeguarded at all times. This is also a breach of the requirement for the Childcare Register. All staff are subject to clear recruitment procedures and a Disclosure and Barring Service check, which ensures their suitability is checked before commencing employment. Risk assessments, accident records and clear policies and procedures help protect children from some hazards.

The manager has clear plans in place to develop the playgroup, however, she has only recently being appointed, and therefore, most of these well-targeted changes have yet to take place. She is also, therefore, yet to monitor the educational programme which means that her ability to track children's progress is limited. As a result, staff are unable to identify any gaps in the children's learning and source appropriate interventions to support children to make the best possible progress in their learning and development. Parent questionnaires are used as part of the playgroup's self-evaluation, which ensures parents comments are taken on board. Staff have regular appraisals and the manager plans to set all staff clear objectives around the playgroup's self-evaluation. The playgroup has developed some relationships with other professionals, such as school teachers, which provides continuity for children, when they move onto school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children are unable to leave the premises unsupervised (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children are unable to leave the premises unsupervised (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)

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

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| Unique reference number | 311325 |
| Local authority | Kirklees |
| Inspection number | 945535 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 24 |
| Number of children on roll | 29 |
| Name of provider | Slaithwaite Playgroup |
| Date of previous inspection | 17/11/2011 |
| Telephone number | 01484 842159 |

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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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