

Hunsworth Community Playgroup

Hunsworth Community Centre, Green Lane, Hunsworth, CLECKHEATON, West Yorkshire, BD19 4DZ

Inspection date

20/01/2014

Previous inspection date

20/10/2008

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

- Staff have a secure knowledge and understanding of how young children learn and develop. They plan stimulating activities and are adept at differentiating activities to ensure that they meet the needs of all of the children. This enables children to make good progress in their learning.
- Children are cared for by a kind, caring and attentive staff team. As a result, they are happy and settled in their surroundings.
- Partnerships with parents, the school and local authority make a strong contribution to providing continuity and consistency of care and learning for all children.
- Children are protected well. Staff have a secure understanding of their role and responsibility to safeguard children. They implement effective practice to minimise risks to children.

It is not yet outstanding because

- There is scope to make the environment more rich in word and help children understand that words have meaning.
- Opportunities to further extend children's already good independence skills at snack times are not fully explored at every session.

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 and spoke with children, staff and the manager.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the views of parents from the groups own letters and cards.
- The inspector viewed a range of documents including relevant policies and procedures and children's observations and assessments.

Inspector

Helene Terry

Full report

Information about the setting

Hunsworth Community Playgroup was registered in 1981 and is on the Early Years Register. The playgroup operates from Hunsworth Community Centre, in Cleckheaton, West Yorkshire. It is a non-profit making registered charity and caters for children from the local community and surrounding areas. The playgroup is managed by a voluntary committee. There is an enclosed area available for outdoor play.

The playgroup employs four members of staff. All the staff hold early years qualifications at level 2 or 3. The manager is completing a qualification at Level 5 in Leadership and Management in Health and Social Care and another member of staff is completing a qualification at level 5 in playwork. The playgroup is open term time only each week day from 9.15am to 12.15pm. There is a lunch club on Mondays that operates from 12.15pm to 1pm and then an afternoon session that runs from 1pm until 3.15pm. Children attend for a variety of sessions throughout the week. There are currently 18 children attending who are in the early years age group. The playgroup provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- strengthen children's understanding of print and words in their environment by using names and labels on storage boxes and shelves
- enhance further the good practice already in place to support children's independence skills, for example, by enabling children to make and prepare their own snacks.

Inspection judgements

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

Children at the playgroup make good progress in their learning and development. This is because staff meet children's individual needs well. Children play in a stimulating environment that offers plenty of variety, interest and enjoyment. Staff demonstrate good knowledge and understanding of child development and are effective in supporting children to progress well in all areas. Staff are adept at differentiating the activities to meet each child's needs, this affects children's learning very positively. Staff make accurate judgements about children's learning through their observations and the next steps in their learning informs the planning of the activities. Parents are effectively involved in this process through their own observations of their children and the 'wow'

moments that they share with staff. Consequently, children are developing skills for their future development and readiness for school. Staff are aware of the progress check at age two, however, they have no children within the age group.

The environment provides children with good opportunities to engage in a broad range of learning experiences across all areas of learning. The playgroup is equipped with a wide variety of resources, which offer a range of interesting choices for children. This means that children are able to select what they want to play with independently, resulting in high levels of concentration and enjoyment. However, boxes, in which some of the resources are stored, are not clearly labelled and this does not enhance children's ability to develop an understanding that words have a meaning.

Staff provide a good balance of child-initiated and adult-led experiences. Children's communication and language skills are very well supported throughout all of the activities. Staff engage the children in conversations about their play and ask questions that allow the children to use their emerging language and range of vocabulary to explain their thinking. For example, as children play with the bricks to build houses, roads and garages staff ask 'How will the people get into the house?' 'Where shall we put the door?' Children then talk about their constructions and use their imaginations to describe what they are building. Staff bring mathematical concepts into their play by asking, 'What shapes have you used to build the house?'. Children then demonstrate their good understanding of shapes in their environment. During story time staff encourage children to use their communication skills to talk about past activities, such as how they made a certain fictional monster during a recent baking activity. Children show their enthusiasm and confidently speak up in group situations. Staff also extend children's growing literacy skills. For example, as they read children's favourite stories they encourage children to recognise rhyme and alliteration and ask children to continue a rhyming string, such as 'What rhymes with nose'. Children also quickly recognise rhyming words in sentences, such as 'claws' and 'jaws'. Children are encouraged to write and make marks in different situations. For example, they make a shopping list of the ingredients they need to bake bread and some more able children write their own names and numerals confidently. Staff are very good at stepping back and allowing activities to morph and allow children to try things out. This enables children to become effective learners as it promotes their creativity and motivates them to play and explore their world. For example, children initially enjoy using the shaving foam to explore its feel and smell. They use the tractors in it to make tracks and talk about it representing the snow in the winter months. This changes into children drawing pictures with their fingers and then observing and measuring who makes the biggest hand print. This demonstrates how staff use their skills to extend learning through spontaneous activities.

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

Children and staff develop close and warm relationships, which results in children being happy, secure and settled. An effective key person system ensures children grow in confidence as familiar adults care for them. Staff know children very well and are able to talk at length about the uniqueness of each child. They are aware of children's interests and children's wider families and this helps them to meet children's individual needs fully.

For example, children who find it difficult to settle are offered activities consisting of their favourite interests to help them engage. Settling-in procedures, consistent routines and friendly interactions make it a pleasant place for children to be. Staff understand the importance of working closely with parents and other services to support children to make the transitions onto other settings, such as school. This supports the children to prepare and cope with changes to their routines and life experiences. On a daily basis, they benefit from the enthusiasm of staff and their high but realistic expectations of what children can achieve. This helps children to become independent in a way that meets their abilities. However, there is scope to further extend opportunities for children to become more independent, especially at snack, for example, by helping to prepare their own snacks.

Children are very well behaved and become engrossed in their activities. Staff value children's achievements and celebrate their successes very well. This promotes children's self-esteem and confidence. Staff allow children to take home 'Benson the bear' for their achievements and children enjoy sharing their news about what activities the bear got up to while in their care. Staff support children in negotiating any sharing issues that arise and these pass over quickly. Consequently, children learn to think about others from a different viewpoint and are confident in social situations. There is access to a good range of developmentally appropriate toys and resources that promote children's independent choices. Books, dolls and other small world figures promote a range of the diversity within today's society. These and activities broaden children's experiences and help them to develop positive attitudes to people's differences.

Children learn about a healthy lifestyle as they are encouraged to eat balanced meals and snacks. Staff sit with children during snack and meal times and these provide valuable opportunities for informal conversations. One day each week lunch club is provided for the children, and parents provide their children with a packed lunch. Staff encourage parents to provide healthy options to promote children's understanding of a healthy diet. Children take part in healthy eating activities and they enjoy growing and cooking the food that they have grown in their garden, such as, carrots, potatoes and strawberries. This also helps children understand about life cycles and change over time. Cooking and baking is a regular activity at the playgroup and children are learning to experience different types of food. Hygiene practices are followed and children wash their hands before snack, maintaining good hygiene standards. Children enjoy physical play both indoors and outdoors as part of learning about a healthy lifestyle. The staff use these activities to help children develop an understanding of how to keep themselves safe and they learn to take risks as they play on the slide, climbing frame and balancing activities.

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

Children at the playgroup are kept safe and well protected. The management team and staff have a good understanding of their responsibilities regarding the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff receive appropriate training on paediatric first aid and safeguarding. They have a good understanding of how to protect children and are aware of the procedures they need to follow should they have any concerns about the welfare of children. Fire evacuation

drills are practised and risk assessments are carried out to minimise the risks to children. Staff recruitment procedures are good. All staff are checked for their suitability to work with children. The staff caring for the children have a range of experience and qualifications and they work efficiently together. They follow the routines and procedures in a consistent manner, which underpins the smooth and safe management of the playgroup and protects the children. Regular staff supervision, appraisals and team meetings are undertaken from which training plans are implemented. This includes the completion of formal early years qualifications and the attendance on vocational workshops and refreshers provided by the local authority. This enables staff to further develop their skills and implement changes within the playgroup that enhances children's learning and development.

Self-evaluation is evident and the manager's ability to self-reflect and identify gaps within the playgroup are good. Management and staff seek support and information to address any gaps or planned improvements effectively. The views of children are undertaken throughout the day and parents are encouraged to share their views through discussions and at committee meetings. The manager and staff have a good understanding of the learning and development requirements. The manager oversees the educational programmes to ensure that they are meeting the needs of all of the children through a tracking system. This ensures that children are making good progress in their learning and development.

Partnerships with parents and other organisations involved in the care and learning of children are strong. Parents receive good information about the playgroup including access to the policies and procedures, newsletters, information leaflets, noticeboards and children's development records. This ensures parents are aware of the groups responsibilities towards the children. Parents' letters and cards reveal that they are very happy with the care and support that their children receive. Staff have strong links with the local nursery and school. They regularly exchange information about the children, with parents' permission, to support and enhance continuity and to maximise their learning.

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

Unique reference number	311381
Local authority	Kirklees
Inspection number	871904
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	18
Name of provider	Hunsworth Community Playgroup Committee
Date of previous inspection	20/10/2008
Telephone number	01274862085.

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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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