

St James Playgroup

Gledholt Methodist Church, Edgerton Grove Road, GLEDHOLT, Huddersfield, HD1 5QX

Inspection date

07/03/2014

Previous inspection date

08/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Planning takes into account children's interest and focuses on their next steps. As a result, children's next steps in learning are well-supported and this helps them to make strong progress in their learning.
- There are robust safeguarding procedures in place. This means children are protected at all times.
- Strong partnerships with other professionals ensure children with special educational needs are well-supported in making good progress in all areas of learning.
- The management team have clear action plans in place to drive improvement in the playgroup and this means they focus on addressing areas of weakness and take effective action to continually raise the standards of the provision.

It is not yet outstanding because

- In some instances, opportunities for children to share details of their learning experiences are overlooked. As a result, their knowledge and ideas are not explored in as much detail as they could be.
- Children are not always encouraged to pour their own drinks or serve themselves at snack times and this means their understanding of the routines they will experience in school is not fully promoted.

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 activities in the main playrooms.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the chair of the committee.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

St James's Playgroup opened in 1966 and was registered to the current premises in 2006 and is on the Early Years Register. It is situated within Gledholt Methodist Church near Huddersfield, and is managed by a committee of parents. The playgroup serves the local area and is accessible to all children. It operates from two rooms within the church and employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup is open Monday to Friday from 9.30am to 12.30pm during term time only. Children attend for a variety of sessions. There are currently 31 children attending who are in the early years age group. The nursery 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 and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities to engage children in discussion so that their ideas and knowledge can be fully explored and they can share their learning experiences in more detail
- encourage children to pour their own drinks and serve themselves with snacks so that they are fully prepared for the routines they will experience when they move on to school.

Inspection judgements

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

St James Playgroup is a friendly and welcoming setting. Practitioners have a detailed knowledge of the Early Years Foundation Stage and this means they can provide children with a wide choice of activities that capture their interest and encourage their learning. For example, they provide children with a variety of different media for making collages. Practitioners help them to develop their skills in using small tools and they learn to identify colours in the materials they are using. Children learn mathematical concepts, such as measure, as they fill and empty different sized containers during their play with water. They also develop their critical thinking skills and learn to problem solve while using small construction materials and making models from recycled materials. There are instances where some practitioners miss opportunities to use open-ended questioning to extend children's thinking. This means children's knowledge and ideas are not explored in as much detail as they could be. For example, during a craft activity practitioners overlook the chance to help children identify shapes in the materials they are using, or identify the

letters from their name. Nonetheless, learning records show that children are making good progress in all areas of learning.

Practitioners in the playgroup work together to plan educational programmes that prepare children for the next stage in their learning. As a result, they enjoy adult-led activities that focus on the prime and specific areas of learning. For example, children develop early literacy skills during small group story sessions. They develop their understanding of technology by completing simple age-appropriate games and puzzles on the computer. Children's communication and language skills are promoted by practitioners through lively singing sessions, everyday conversations and small group activities. Group time encourages them to share their favourite activities and their interests. Children who speak English as an additional language are effectively supported in developing their understanding of English by practitioners who skilfully use props and sign language to help them understand spoken language. Practitioners who speak more than one language help them to make associations between English and their home dialects and as a result, they make good progress in the development of communication skills. The setting works in partnership with the local authority inclusion team to support language development with children who enter the nursery below the expected targets for their age. They are making strong progress towards the early learning goals and the gaps for these children are narrowing.

Key persons have a good understanding of where each child is in their development. This ensures children are provided with focused and developmentally appropriate activities that offer them challenge because they reflect their preferences for learning. For example, children learn to balance on one leg as they step in and out of hoops and they learn to throw and catch a ball. Through regular text messages and newsletters, parents are kept informed about topics their children are investigating, such as focusing on letter formation, and activities are shared with them to help them support their children's learning at home. Partnerships with parents are robust. Through regular discussions they find out about children's interests and share their next steps. By exchanging information in this way practitioner's knowledge about children's learning is kept up-to-date. Parents are invited to come into the nursery and work with their children. This means they can enjoy their children's learning environment while developing their own knowledge of how good quality teaching promotes their children's progress.

The setting has worked with the parents from the committee to develop learning records that are designed to ensure parents are easily able to track their children's progress. They are accessible for them to view and discussions with key persons keep them well-informed about how their child is meeting the expected targets set for them. They obtain starting points from parents and this means practitioners can plan educational programmes that are tailored to focus on the needs of each child and take account of the skills they have already attained. The nursery has suitable partnerships in place with other professionals and the local primary schools. Broad tracking and assessment of children's progress ensures information shared about children's learning is correct. The required progress checks at age two have been completed and shared with all appropriate partners. This ensures children who might need early intervention are quickly identified and systems put in place to support them are timely and effective.

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

Practitioners are attentive at all times ensuring children are well-supervised and kept safe. Behaviour is managed well and children who demonstrate unwanted behaviour receive age-appropriate and consistent messages. They are encouraged to risk assess possible dangers for themselves and consider the needs of others. For example, the dangers of running on the wooden floor are explained to them and they are taught how to play with toys appropriately, such as not swinging brushes around their heads. As a result, children are developing a thorough understanding of right and wrong and this means behaviour in the nursery is good. Other professionals, such as the local crossing patrol warden visit the nursery to support children's understanding of their community and how to keep themselves safe. Consequently, children are developing a thorough understanding of how to keep themselves and others safe.

The key person system is robust and supports children in forming secure attachments with friendly and caring practitioners. Parents value the contribution the playgroup makes to their children's lives. They comment that 'there is lots of fun and laughter' and they say they share 'fun and happy times'. When children enter the nursery, the short settling-in sessions they enjoy with their parents, help the smooth transition, providing some continuity in their care. Parents think that staff are 'kind, patient and caring' and they do a 'fantastic job' of settling their children. Children in the nursery demonstrate they are self-assured. They confidently share their learning experiences with visitors and are keen to chat about their friends and families. Overall, children receive good levels of support to get them ready for the next stage in their learning, such as the local nursery school. Playgroup routines include self-registration and setting tables and this familiarises them with some of the routines they will experience in school. Children who have difficulty with everyday routines for example, sitting in a group at mealtimes are given high levels of support from attentive practitioners. However, children are not encouraged to pour their own drinks or serve themselves at snack time and this means their independence in self-care is not fully promoted to get them ready for school.

Children in the playgroup do not currently have access to an outdoor play area. They enjoy trips to the local park where they have large spaces to explore and develop their physical skills. This helps them to understand how regular exercise contributes to their overall health and well-being. They test their skills using large and small climbing equipment and learn to throw and catch using balls. Children explore growth, change and decay by monitoring the progress of the beans and cress seeds they have planted. Children who attend the playgroup come from a diverse cultural community and they develop their understanding of equality and diversity through an appropriate range of activities, including role play, cultural celebrations and small world play. Through effective teaching children are beginning to understand the needs of others and this is helping to prepare them for the larger social environment of school. This is demonstrated through the concern they show for each other and the robust peer relationships they have with adults and other children.

Discussions at snack times help children to understand how making healthy choices

promotes their overall health and well-being. They enjoy a varied range of healthy snacks including lots of fruit and fresh vegetables and are offered milk or water to drink. They learn about personal hygiene through everyday care routines and as a result, they can attend to their own personal care needs when they move onto school.

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

Recruitment and induction procedures are effective in ensuring practitioners are suitable to work with children. There are clear lines of accountability and practitioners are observant at all times. They demonstrate a full understanding of their responsibilities for ensuring children are protected and have a suitable knowledge of safeguarding issues. Two practitioners have attended safeguarding training to develop their knowledge of how to keep children safe. Written risk assessments are in place to ensure children are kept safe both on the premises and during trips and these are reviewed and updated where necessary. Two members of staff hold a current first aid certificate, which means that they can give appropriate treatment if there is an accident to a child. The premises are kept secure at all times and security measures are adhered to. Records of visitors are kept and a register of the children attending, including when they arrive and leave is in place and this ensures ratios are maintained.

The manager and members of the parent committee are motivated to drive improvement and raise the standards of the provision. They seek parent's views through regular questionnaires and a text messaging service promotes a two-way flow of information. Parents, staff and children are involved in evaluating the provision and their views are taken into account when making changes. For example, the nursery now offers a lunch club on some days to give parents more flexibility. Effective monitoring of the setting, completed in partnership with the local authority development team, facilitates an accurate assessment of strengths and weaknesses. This means swift and effective action is taken to address any areas identified for improvement. For example, the nursery has worked hard to develop planning and assessment of children's learning, and to involve parents more in their children's learning experiences. The manager supports parent's understanding of the playgroup's practice by providing them with copies of the policies and procedures and they demonstrate an appropriate knowledge of the service provided.

The manager has a thorough understanding of the learning and development requirements. Practitioners in the playgroup all have appropriate early years qualifications and this means they have the knowledge to implement planned learning effectively. The manager is committed to developing their teaching skills further and ongoing mentoring through a system of peer observations and staff appraisals ensures weaknesses in practice are identified. As a result, training programmes are targeted to tackle any underperformance, and improve the abilities of practitioners who are already skilled. Performance management systems ensure planned educational programmes are closely monitored to make certain they offer children challenge and promote their continuing progress.

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	EY339305
Local authority	Kirklees
Inspection number	870812
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	31
Name of provider	St James Playgroup Committee
Date of previous inspection	08/07/2009
Telephone number	07900853728

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

