

Mytholmroyd Playgroup and Toddlers

The Community Centre, Elphaborough, Mytholmroyd, HEBDEN BRIDGE, West Yorkshire, HX7 5DY

Inspection date	31/03/2014
Previous inspection date	10/11/2008

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

- Children enjoy their time at the setting and supported by good quality teaching, develop positive attitudes to learning. As a result, they make good progress in relation to their starting points.
- The warm and welcoming environment helps children to feel safe and secure which successfully develops their confidence and supports their emotional well-being.
- Management and staff fully understand how to promote the health and safety of the children in their care. Safeguarding procedures are robust and security within the setting is a high priority.
- Partnerships with parents are good and are integral to enabling staff to effectively meet children's individual needs. This results in a collaborative approach to children's care, learning and development.

It is not yet outstanding because

- There is scope to maximise the use of the space outdoors to offer a greater variety of learning experiences, so that children's developmental opportunities are optimised.
- Links with other early years settings which children attend are not yet robust, to ensure sharing of information fully secures continuity of care and learning.

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 had a tour of the setting and observed activities in the main playrooms and the outside learning environment.
- The inspector held meetings with the manager of the setting and the early years professional.
- The inspector discussed the joint observation with the early years professional.
- The inspector checked evidence of the suitability and qualifications of staff working in the setting, the provider's self-evaluation and a range of other documentation.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of the parents spoken to on the day of the inspection and in previously written supporting documentation and parent surveys.

Inspector

Lindsay Dobson

Full report

Information about the setting

Mytholmroyd Playgroup and Pre-School was opened in 1977 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a committee run registered charity setting, which operates from three playrooms and associated facilities in Mytholmroyd community centre on the outskirts of Halifax. There are also two enclosed areas for outdoor play. The setting serves the local and surrounding areas and opens each weekday from 7.30am until 6pm all year round. Children are cared for on a before and after school and holiday care basis in the out of school club and for sessional and full day care in the pre-school. Children attend for a variety of different sessions.

There are currently 99 children on roll of which 50 are in early years age range. The setting receives funding for the provision of free early education to children aged two-, three- and four-years-old. There are currently 14 staff working directly with children, the majority of whom hold an appropriate early years qualification at level 2 and above. Also one member of staff is qualified to early years professional status. The setting 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:

- build on the outdoor provision further to offer more experiences that provide rich opportunities for sustained, engaged play and exploration for all children
- extend further the partnership working with other early years settings where children also attend, in order to complement the learning already taking place and further support them in making the best possible progress.

Inspection judgements

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

The staff within the pre-school have a secure understanding of the Statutory framework for the Early Years Foundation Stage and how children learn through good quality play experiences. As a result, children make good progress in their learning and development in readiness for school. The staff team develop a good understanding of each child's abilities, interests and needs. This starts with the detailed information they collect about children during their initial start at the setting and enables staff to assess accurate starting points in children's learning. The staff use their own observations and those from parents, who complete observations at home sheets, to enable them to share what they know

about their children. This information is used to inform planning, as evidence for tracking progress and to display in children's development files. It also feeds into the completion of the progress check at age two, for children of appropriate age. The staff team ensure there is flexibility in planning and the daily routine to allow for children's own ideas and expressions. This motivates children's interest and promotes their drive to become deeply involved in their play as they explore and become active learners. Staff support this further by ensuring a varied range of challenging freely accessible resources and activities across all areas of learning.

All children are enthusiastic and engaged in their learning, and display the characteristics of effective learning. They relish the opportunity they have each day to take their play into the outdoor area. This encourages them to be active learners who enjoy being in the fresh air. They are keen to ride the wheeled toys and develop their imaginations as they visit the car wash, where their friends are waiting to wash their vehicles for them. When children have finished with the bikes and scooters they park them up in the chalk drawn numbered garages. This supports their early number skills as they tell the staff, 'I am parked in number 3'. Children have opportunities to play in the sand and water trays and use some small world resources which are set out for them. There are however, missed opportunities for children's learning in this area, as there is scope to enhance the outdoor provision to fully support children who learn better outside. Children are confident to take part in all activities on offer. For example, they excitedly help the staff to make some play dough. Children immerse themselves in the activity and are keen to be fully involved. Conversation is continuous between the staff and the children supporting their communication and language skills well. For example, children talk about what they need to make the dough and eagerly complete tasks, such as weighing, measuring out, stirring, adding water and mixing. Children learn to take turns and their vocabulary is supported as they chatter amongst themselves and to the staff about the flour, the salt and the green food colouring they add to the dough. Children go on to mould, cut and shape the dough which supports their physical skills and the use of smaller tools. Children's learning is supported as they play in small groups, take part in whole group activities and enjoy individual time with the staff. A well-resourced book area is well used and children enjoy the familiar stories available to them. Staff use children's interest in books to extend other areas of their learning. For example, using traditional stories and bringing them to life, children are eager to try the porridge they made after reading one particular story. This extension of children's learning shows how staff use their good quality teaching techniques to make children's learning fun.

Younger children are well-supported in their own playroom. They have opportunities to develop their physical skills as they practice early walking inside and enjoy the small climbing frame and slide in the outdoor area. Staff focus on the prime areas of learning with the children and they develop their social skills as they make good relationships with the staff and their peers. Their emotional well-being is also well supported as they receive positive responses from the staff for their achievements, such as clapping, smiling and lots of cuddles. Their early language skills are recognised and supported as staff speak clearly to them, narrating their play and naming familiar objects. They also repeat the sounds made by babies and young children encouraging and promoting early communication. Parents receive regular updates on children's progress, can talk to their child's key person daily and have opportunities to share updates about their child's achievements at home

both on observation sheets and at parents' evenings. They also receive newsletters and can access a good range of additional information on the notice boards. In addition, staff encourage parents to continue to become further involved in their child's learning at home. They involve them in the reading at home book scheme and children have opportunities to take home the setting teddy bear. They share the adventures they have with the bear and it consolidates children's learning experiences in the setting and at home.

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

Children share very positive relationships with the staff that care for them and thoroughly enjoy their time at the setting. There is an effective key person system in place. The key person takes responsibility for liaising with parents, meeting children's personal care needs and planning the next steps in their learning. Staff take time to gather detailed information about the children when they first start. This includes information about their development, interests and home life. All about me sheets and a flexible settling-in process further supports children to feel confident and content in setting. This also helps staff to build very good foundations for developing children's self-esteem and helping them feel secure. As a result, children and babies emotional well-being is good. Transitions between rooms are managed well. Parents are informed in advance and children are emotionally prepared for the change. This is because children are gradually introduced to their new room and to their key person. As a result, children settle quickly and form new relationships with the children and staff. In addition, staff effectively prepare and support older children as they move onto to other early years settings and into reception class at school. For example, staff read stories to children about going to school and support them to develop effective personal hygiene routines. In addition, children are encouraged to independently select resources, to listen to instructions and to take responsibility, for example, by helping to tidy away their plates and cups after snack time.

Children demonstrate their feelings of security at pre-school as they confidently navigate around the environment, selecting resources and chatting to their friends, the staff and visitors. They demonstrate a good understanding of the importance of healthy lifestyles and good hygiene from a young age. Care practices are well defined and sensitive to the needs of the children. Snacks are healthy fruit options and parents send packed lunches for their children to enjoy at the end of the session. In the under 2s' room, staff also warm up cooked foods sent from home for the children's lunches. Children in the pre-school room are offered beneficial independent opportunities to flow freely between the indoor and outdoor learning areas throughout the session. This effectively promotes a healthy lifestyle by encouraging and supporting children's access to fresh air and exercise every day. Younger children have accompanied daily access to outdoor play to ensure they also benefit as part of their healthy lifestyle.

Staff are friendly and create a welcoming environment in which children feel safe, secure and happy. Children have access to a good range of age appropriate resources and materials to support their development. Staff ratios are high and they are well deployed and know how to deal with safeguarding issues. They develop children's awareness of

safety and how to stay safe. For example, children learn how to use move between the indoor and outdoor areas safely and sensibly and during outings children wear high visibility jackets and are taught how to cross the road safely. Staff have high expectations for good behaviour and appropriate manners and implement suitable behavioural management strategies, which are appropriate to the children's age and stage of development. For example, children are encouraged to share the play dough between all the children at the table and to wait for their turn at the creative activity. Staff praise children for their efforts and achievements, which successfully boosts their confidence and self-esteem. As a result, the atmosphere in the pre-school is happy, relaxed and caring.

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

Management and staff are clear of their responsibilities towards safeguarding and protecting children from harm and neglect. They fully understand the signs and symptoms to be aware of and the designated person knows how to make a referral to appropriate external agencies to help protect a child's welfare. All staff have attended child protection training and receive regular in-house training and updates to ensure their safeguarding knowledge is secure. There are informative policies and procedures to support the efficient running and management of the setting. These are shared with the parents, freely available at all times and updated regularly by the staff team. The manager and committee implements secure recruitment, vetting and induction processes for all adults who work with the children. For example, appropriate Disclosure and Barring Service checks are carried out on all adults to safeguard children. Management and staff are vigilant at all times, ensuring the safety and well-being of the children. Regular risk assessment and daily checks are established to ensure that measures are in place to avoid dangerous situations occurring. Security systems are effective. There is monitored access to the children's play rooms and the supervision of children is good. Visitors are asked to provide full identification and they are required to sign into the visitors' book.

An established system of annual appraisals and supervision meetings ensures staff feel supported. Continuous professional development arises from identified priorities and staff's own needs. Partnerships with parents are effective. Staff liaise closely with them regarding children's progress towards the early learning goals. Parents appreciate the different methods of communication offered by the pre-school, including daily conversations and written diaries and day sheets. They comment on how all staff show an interest, care and concern about the children's well-being and that their children love coming. Partnership working with the local school and nursery school is developing. Staff talk to the teachers and share some information about children who attend another setting. However, there is scope for staff to further enhance the information shared to ensure children's learning is fully supported and complemented.

The manager and senior staff enthusiastically demonstrate their commitment to the continual improvement of the overall quality of the provision. They use self-evaluation and reflective practice to ensure improvements are ongoing. For example, there are plans to support staff to undertake further training, develop even further the tracking of children's learning and enhance areas of play. In addition, management welcomes support from

local authority and takes part in their quality assurance programme. Self-evaluation includes the thoughts and ideas of the whole staff team, the parents and the children ensuring a holistic approach to development. The action and recommendations raised at the last inspection have been well met. As a result, all staff are first aid trained, accidents are correctly recorded and parents informed and there have been very good developments in the partnership working with parents to support children's learning. Staff are well qualified for their roles and demonstrate a secure knowledge and understanding of how to promote the learning and development of young children. As a result, the quality of teaching is good. The manager, deputy and early years professional monitor the quality of teaching through their observations and the developmental feedback given to staff to support their ongoing professional development. They regularly check the children's development record folders to ensure children's next steps are clearly identified across all areas of their learning. They also use tracking documents to monitor children progress, differing learning styles and any potential gaps in learning where additional support may be required. The setting is an integral part of the village community and staff ensure that community life is promoted and celebrated. They also provide good opportunities for children to learn about diversity through activities, cultural celebrations and supporting individuality. This ensures children have a strong sense of self, value their local environment and understand the wider world. All essential skills needed for children to move onto the next stage in their learning.

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

Unique reference number	EY224876
Local authority	Calderdale
Inspection number	819584
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	49
Number of children on roll	99
Name of provider	Mytholmroyd Toddlers and Playgroup Committee
Date of previous inspection	10/11/2008
Telephone number	01422 882226

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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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