

Elland Under 5's Community Playgroup

All Saints Church, Savile Road, Elland, HX5 0NH

Inspection date

Previous inspection date

07/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Practitioners give good attention to safeguarding children. They have a good knowledge of their roles and responsibilities in this area, which means they can respond promptly to any concerns and keep children safe.
- The manager is reflective and enthusiastic about her work. Consequently, she identifies strengths and areas for improvements, enabling the playgroup to make improvements which benefit the children over time.
- Staff plan effectively for children's individual needs and interests and as a result, they make good progress.
- Parents are involved in their children's learning and are kept well informed of their ongoing achievements. This consistent approach makes a strong contribution to children's care, learning and development.

It is not yet outstanding because

- There is scope to enhance the range of resources to support two-year-old children to play imaginatively and build with large equipment.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and children at play throughout the inspection and conducted a joint observation with the manager.
- The inspector spoke with children, parents and practitioners throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector held a meeting with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, and the provider's self-evaluation.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

Elland Under 5's Community Playgroup was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and is situated in the hall at All Saints Church Elland, Halifax. The playgroup serves the immediate locality and also the surrounding areas. It opens Monday to Wednesday from 8.45am until 3.15pm, all year round. There is an enclosed outdoor play area. The playgroup employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. There are currently 15 children in the early years range on roll who attend for a variety of sessions. The playgroup receives funding for the provision of free early education for two-, three- and four-year old children. It supports children, who speak English as an additional language. 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:

- extend the provision for two-year-old children further, for example, by offering more age appropriate resources in the home corner and providing opportunities to build and construct on a large scale.

Inspection judgements

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

Practitioners have a good knowledge of child development and fully understand how children learn. There is a balance between adult-led and child-initiated activities, which are flexible and responsive to children's needs. For example, children show an interest in looking after animals so practitioners set up a vet's surgery in the role play area. This means that children's individual interests are well met. Practitioners regularly complete well-written observations on the children, which are entered into their electronic profiles. Next steps in learning are clearly identified and used to plan activities, which extend children's learning further. Consequently, teaching is good. Practitioners have a sound knowledge of how to complete the progress check at age two, its purpose and the need to share this with parents. Children's progress is regularly monitored to ensure they are making progress as practitioners complete regular summative assessments for each of their key children. Through these strategies, any gaps in learning are quickly identified and supported. As a result, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals. Practitioners support children who speak English as an additional language by using single words and gestures, and regularly sharing books and stories.

The breadth and depth of the educational programmes ensure children make good

progress. Adult interactions are good. Practitioners engage with children well, getting down to their level to talk and play with them. They support younger children's acquisition of language effectively, by repeating and rephrasing words and sentences. Children have access to a wide range of appropriate books, which are arranged in a well-maintained cosy area. They listen carefully to stories when read to them and answer questions appropriately to the story they have just heard. As a result, they develop their love of stories and books. They join in enthusiastically at rhyme times, selecting their own rhymes to sing and sometimes singing them by themselves. As a result, children build up their repertoire of familiar songs and develop their self-confidence and self-awareness when singing by themselves. Children enjoy exploring a variety of different media. For example, younger children enjoy pummelling the play dough, squeezing it between their fingers and rolling it between their hands. Older children use tools effectively, making models and cutting out shapes. There are good opportunities for children to develop their understanding of mathematical concepts and counting. For example, practitioners encourage children to identify whether towers they have built are bigger or smaller than themselves. Outside, practitioners encourage children to identify numbers they have painted with water on the floor and count up to the number they recognise. Consequently, children's mathematical development is well supported. They demonstrate deep concentration and good co-ordination skills as they carefully and skilfully roll tyres around the path in the outside play area. Overall, children are making good progress in the playgroup and are developing the skills they need for their future learning and the eventual move on to school.

Practitioners understand their role in ensuring that every child's learning and care is tailored to meet their individual needs and to seek to engage and support parents in guiding their child's development at home. Parents contribute to their children's starting points by completing information about their children's interests. Key persons extend this information sharing further by regularly sending home 'All about me' sheets which capture interests from home. Parents are kept well-informed of their children's progress as electronic profiles are sent home on a half termly basis. This consistent approach makes a strong contribution to children's care, learning and development.

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

There is a thorough settling-in process in place, which is flexible and meets the needs of individual children attending the playgroup. Information from parents is used to support children as they move from home. Consequently, children are well-settled and emotionally secure. Most children move from the playgroup into the local primary school. Practitioners have good relationships with early year's staff in the school who visit to introduce themselves to the children. As a result, children are emotionally well prepared for the next stage in their learning. There is an effective key person system in place, which helps children form secure attachments and promotes their well-being and independence. The key person groups are displayed and parents know who their child's key person is. As a result, children are happy, safe and secure and form strong attachments with practitioners in the playgroup.

Practitioners manage behaviour well. For example, children are reminded to be careful

when playing boisterously and not to run indoors. As a result, children are aware of the boundaries set and the behavioural expectations of the playgroup. Practitioners are good role models, are polite and encourage children to be well-mannered too. For example, at mealtimes practitioners remind children to say 'please' and 'thank you'. Children are reminded not to go too fast when riding scooters down the slope outside and to sit down when coming down the slide. As a result, children learn to take risks and develop their understanding of keeping themselves safe. Children access a range of resources independently. For example, there are opportunities to make marks, play imaginatively with small world resources, be creative with gluing and sticking and use the computer. Consideration has been given to the provision for two-year-old children. For example, there is modelling area, water, sand and appropriate books. However, there are fewer opportunities for two-year-old children to play with developmentally appropriate resources in the home corner and to build on a large scale.

Children's good health is promoted well as they are provided with healthy and tasty snacks and meals. Children have opportunities to develop their independence skills by selecting and serving themselves at snack and lunchtimes. They manage their own hygiene needs effectively and fully understand the need to wash their hands before they eat. Consequently, children make independent choices and decisions and are competent at managing their personal needs relative to their age. Children access the outdoors daily. They are provided with a variety of equipment to develop gross motor and co-ordination skills including tricycles, scooters, slide, tyres, crates, chalks and water play. This means that they develop physical skills, while learning how exercise supports their overall health and well-being.

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

Safeguarding is good because the manager has a clear understanding of safeguarding procedures. There is an effective safeguarding policy, which includes the procedure to follow if an allegation is made against a member of staff and the use of mobile phones and cameras. Practitioners confidently talk about early signs of possible emotional and physical abuse and the procedure they would follow if they had concerns about a child in their care. There is a clear recruitment and selection process, which ensures that practitioners working with children have the appropriate checks to ensure their suitability. This means that children's welfare is promoted well. There are good risk assessment procedures both indoors and outdoors. Daily checks identify any potential hazards as they are found and practitioners effectively take action to remove them. First aid requirements are met and practitioners have up-to-date paediatric first aid training. Documentation is well kept, such as, the accident records and the administration of medicine records. Fire alarms are tested weekly and there is a record of fire evacuation procedures. As a result, children's welfare and safety are promoted well.

Leadership and management is good. This is because the manager has a good overview of the curriculum. Planning and assessment systems are monitored effectively. The leader uses practitioner and child observations to monitor the quality of the provision. Practitioners contribute to this process at weekly planning meetings. Children's progress is

monitored through summative assessments. Consequently, individual children or groups of children with identified needs are targeted, their progress monitored, so that appropriate interventions are sought and gaps are closing. The manager has a comprehensive knowledge of the Early Years Foundation Stage and uses this well to support practitioners. Policies are clear and are in line with published guidance. Practitioners contribute to any policy changes as they are discussed at regular staff meetings. There is an effective induction procedure, which supports practitioners to understand their role and responsibilities. Practitioners are supported well through a programme of continual professional development. This is established through regular supervisions and identified needs from practitioner observations. As a result, there are effective systems in place to monitor the quality of teaching.

Partnerships with parents are good. Parents feel welcome in the playgroup and feel their children are making good progress. They are kept very well informed and up-to-date with their child's progress and achievements by regularly receiving their profile electronically. Regular newsletters are sent out to parents to keep them up-to-date with what is happening in the playgroup. The playgroup has links with local schools as early years staff visit to introduce themselves to the children. This effectively supports children as they move to their next stage in learning. The manager is reflective and enthusiastic about her work. Consequently, she identifies strengths and areas for improvements, enabling the playgroup to make improvements, which benefit the children over time. Parents contribute to this process through regular questionnaires and informal discussions. Good links with the local authority have supported this process further.

The Childcare Register

The requirements for the compulsory 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	EY470758
Local authority	Calderdale
Inspection number	945152
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	15
Name of provider	Cheryl Wilde
Date of previous inspection	not applicable
Telephone number	07940724212

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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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