

Al - Noor Playgroup

Batley Carr Community Centre, Hyrstlands Road, BATLEY, West Yorkshire, WF17 7JT

Inspection date

09/05/2014

Previous inspection date

14/11/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Teaching is effective because staff understand how to promote children's learning and development and they have high expectations for their achievements. As a result, children's progress is good given their starting points and capabilities.
- Children are cared for by a kind, caring and attentive staff team. As a result, they are happy and settled in their surroundings.
- Effective partnership working with parents, other professionals and agencies efficiently enable the staff to support individual children's needs.
- 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 improve large group activities, such as story time, to ensure that these activities successfully help all children concentrate on their learning, in particular the younger children.
- Although, staff ask children questions to extend their thinking and speaking skills, they occasionally move on before giving sufficient time for children to think and to respond in their own words.

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 learning environment.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents from the written documentation available.

Inspector

Helene Terry

Full report

Information about the setting

Al - Noor Playgroup was registered in 2000 on the Early Years Register. It is one of two owned by the same provider and is situated within Batley Carr Community Centre in Dewsbury, West Yorkshire. The playgroup serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The playgroup employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The manager and deputy have a foundation degree in early years. The playgroup opens Monday to Friday, during term time. Sessions are from 8.30am to 11.30am and 12.15pm to 3.15pm. Children attend for a variety of sessions. There are currently 60 children attending who are in the early years age group. The playgroup 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.

What the setting needs to do to improve further

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

- develop further the organisation of large group activities, such as story time, to help all children concentrate better on their learning
- provide more opportunities for children to think and talk, when asking questions to further extend their learning by allowing them sufficient time to respond.

Inspection judgements

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

The quality of teaching and learning is good. Staff plan an interesting range of stimulating activities across all areas of learning. As a result, children are supported effectively, so that they make good progress, taking into account their starting points. There is a positive blend of adult-led activities and experiences that children choose for themselves. Children are motivated and curious. They confidently direct their own learning and are keen to investigate new experiences. Staff demonstrate a secure understanding of the learning and development requirements. They observe children as they play and assess their progress. Children's starting points are assessed on entry and parents are involved in this process. Staff regularly observe children to see where they are in their learning and identify their next steps, which are agreed with parents. These identified learning priorities inform the planning of future activities. This ensures that learning experiences are meaningful to the children and reflect their stage of development. Staff also use spontaneous activities to extend learning and challenge children very well to further develop their skills. For example, as a child plays in the play-den, staff use the blackboard

to enable a child who is developing reading skills, to identify missing letters in words. Regular parents' consultations and the sharing of children's progress and achievements are encouraged consistently. Parents are also encouraged to add their own observations of their children to the development records. Children's progress check at age two are also completed to help staff identify any additional support a child may need. These systems provide an integrated approach to children's learning. Consequently, children develop good skills in readiness for school.

Children's communication and language skills are well promoted. Staff introduce new words to children according to their ages and stages of development and use careful questioning to obtain interesting answers. However, on occasions, some staff do not give children time to absorb and think about the questions that they ask before they move on. Therefore, children are not always given time to think and respond in their own words. Children have opportunities to use laptops to complete simple programmes, such as matching objects and to develop their counting skills. Two-year-old children have fun pressing buttons on activity and 'pop up' toys to find out how things work and happen. Staff extend children's understanding of numbers and calculation skills well. For example, at group time, as part of the singing activities, children use their fingers to calculate answers to questions, such as 'how many fingers makes four?' Children also enjoy the stories read to them enthusiastically by staff. However, owing to the various ages and abilities of the children within the group, during large group activities, some younger children lose concentration and tend to wander. This can be disruptive for the group. Children who speak English as an additional language are very well supported. All staff are bilingual and support children effectively in their home language to ensure that they make good progress. For example, children count in English, Arabic, Gujarati and Urdu.

Children have opportunities to take part in gardening activities. They help staff plant and grow vegetables and learn about growth, decay and changes over time. Staff provide magnifying glasses for the children to observe nature. For example, children delight in looking at the mini-beasts that they find. Children's literacy skills are effectively promoted by staff. For example, while more able children are beginning to write their own names, younger children make lines and squiggles to represent words. Children are encouraged to write for a variety of purposes, particularly in the role play areas. For example, they pretend to write prescriptions at the doctors' surgery. Staff provide lots of opportunities for children to represent their thoughts and feelings through sensory play and their artwork. For example, they use paint, collage materials, sand and water freely.

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

Staff welcome children warmly on their arrival at the playgroup and give cuddles, which comfort younger children when they feel unsettled. This supports their emotional well-being. Staff provide a very positive environment where children develop friendships with each other and form strong bonds with their key person. The settling-in period is tailored to children's individual needs as staff allow additional time for them to get used to the playgroup, alongside their parents. Children settle well because staff find out good information from parents about their child before they start. This ensures all of the children's needs are known and effectively met. To help prepare children for their move

onto school, staff use good transition strategies in partnership with parents. For example, they talk with the children about their school, welcome the teachers into the group and have visits to the school with the children. Development records are also shared.

Staff are patient, kind and sensitive, which promotes a positive atmosphere. They support children's behavioural skills successfully by using gentle but firm strategies. Staff help children to think about their actions on others and to consider how other children may feel. Reward systems are in place and the rules of the playgroup are displayed and written positively. As a result, children understand the need to behave responsibly. They learn to follow important social skills, such as sharing and taking turns with the equipment. Children's understanding of the world is supported in activities and through visual displays. Staff also incorporate various cultural celebrations into the planning, including Islamic teachings. They also make sure that there are resources, books and visual images that represent difference and diversity. As a result, children learn to value and understand people's differences and similarities. Children are independent in the playgroup because good quality resources are made accessible to them at child-height on shelving and in boxes. Children's artwork is displayed on the walls, which helps them to develop a sense of belonging.

Good opportunities are in place for children to access a wide and varied range of physical activities and to develop their understanding of healthy eating to form lifelong habits. They climb, slide, balance, play energetically and use wheeled toys. All children are encouraged to take some risks, in order to develop an understanding of safety and boost their confidence in their abilities. They also learn about 'stranger danger', people who help us and how to cross roads safely as part of their activities. Children find out about the food that is good for them by planting, discussing and tending produce, such as green beans. Well-balanced snacks are provided and drinking water is available at all times. Parents are encouraged to provide healthy lunch boxes and workshops, provided by the group, promotes their understanding further. Mealtimes are social occasions when children sit together and talk about their interests and home life.

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

The management team demonstrates a clear understanding of their responsibilities to meet the learning and development and the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a well-presented range of policies and procedures, which supports safeguarding practice. The managers and staff have a good knowledge of child protection issues and of the procedures to follow to protect children from harm. All staff have attended training in this area. The playgroup has a clear system in place for reporting or investigating any child protection concerns, such as liaising with relevant professionals for advice. The managers are also fully aware of the occasions when they need to notify Ofsted of any significant events and changes. Robust recruitment procedures are in place to determine the suitability of staff working with the children. All staff are vetted, checks are taken and qualifications are verified. The effective deployment of staff ensures that they are involved in children's activities and maintain effective supervision. Staff are vigilant about safety and security and routinely check and assess to

make certain that the premises, play equipment and activities are safe for all of the children attending.

Self-evaluation effectively highlights the playgroup's strengths and areas for development. Since the last inspection, where the setting received a number of actions to improve and one subsequent monitoring visit, the management team has addressed all issues raised. For example, rigorous staff checks are undertaken, in-depth and consistent observation and assessment of the children takes place, including the progress check at age two. In addition, parents provide information to help assess children's developmental starting points. As a result, the children's welfare and development are assured. The managers are keen to hear the parents' and children's views about the playgroup and quickly act on any suggestions. For example, they have obtained more resources, owing to parents ideas and children are involved in choosing their snacks. A very effective system is in place to regularly monitor the educational programme for the children. Individual children's achievements are successfully monitored and the manager has recently introduced a system to analyse more precisely the progress of groups of children. This displays the cohort of children's progress in graph form and helps the managers quickly identify any gaps in learning or weaknesses in teaching. This means that the playgroup is robust in its efforts to ensure that no children get left behind. Professional development of the staff team is supported well through regular supervisions and appraisals. This gives the staff and managers a good opportunity to discuss any concerns about performance and any training and development needs. All of the staff hold early years qualifications and regularly attend training, such as recording observations and assessments of the children. All new staff are allocated mentors to support and enhance their practice. New information is cascaded at team meetings, in order to further enhance the service the staff provide.

Partnerships with parents are strong. Parents are well informed about the playgroup and their children's care through a range of written and verbal communications with staff. Parents also receive a welcome pack, regular newsletters and displays around the playroom are informative. Parents are supported very well to help them understand about how children learn and develop because workshops are offered to them about the various areas of learning, including healthy eating. Written evidence from parents shows that they appreciate and understand the playgroup's approach to teaching and learning. They make comments, such as 'I am really pleased with my child's progress and 'my child loves coming to the playgroup'. The playgroup has established good links with teaching staff from the schools that children attend and they are very aware of the need to work with other professionals and agencies to support and enhance the care, learning and development of all children.

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	311540
Local authority	Kirklees
Inspection number	963122
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	60
Name of provider	Safira Pandor
Date of previous inspection	14/11/2013
Telephone number	07850 762391

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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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