

Slaithwaite Playgroup

Community Centre, Bankgate, Slaithwaite, Huddersfield, West Yorkshire, HD7 5DL

Inspection date

20/05/2014

Previous inspection date

09/12/2013

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. Staff make good use of time and space so that children benefit from a broad range of interesting activities that incorporate their abilities and interests and reflect all areas of learning. Therefore, children are motivated and approach their play with enthusiasm.
- The staff form close bonds and secure attachments with the children. The effective key-person system, good partnerships with parents and strong transition arrangements ensure that children are happy and feel emotionally secure in their care.
- The management team clearly have drive, passion and enthusiasm for future improvements. They seek advice from the local authority and wider agencies as and when required in their endeavour to improve outcomes for children.
- Staff demonstrate a good understanding of how to safeguard children. This means they are clear about how to respond should they have concerns about the welfare of a child in their care. Therefore, children are well protected.

It is not yet outstanding because

- There is scope to increase opportunities for children to carry out simple tasks during daily routines, in order to enhance their independence skills.
- There are fewer opportunities for children to develop cooperative and creative skills using large objects and structures.

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 observed activities in the learning environment.
- The inspector carried out a joint observation with the 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 the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken with on the day.

Inspector

Helene Terry

Full report

Information about the setting

Slaithwaite Playgroup was registered in 1993 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is situated in the community centre in the Slaithwaite area of Huddersfield, and is managed by a voluntary committee. The playgroup serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The playgroup employs four members of childcare staff and a business administrator. All childcare staff hold appropriate early years qualifications at level 3 and above. One member of staff has Qualified Teacher Status and another has Early Years Professional Status. The playgroup opens Monday to Friday during term time. Sessions are from 8.45am to 11.45am each weekday, and on Monday, Wednesday, Thursday and Friday there are also sessions from 12.15pm to 3.15pm. In addition, there is a lunch club from 11.45am to 12.15pm. Children attend for a variety of sessions. There are currently 37 children on roll who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and those 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:

- strengthen opportunities for children to play cooperatively with their peers and be creative in building large structures, for example, by providing objects, such as crates, cardboard boxes and planks of wood
- provide more opportunities for children to carry out simple tasks for themselves in order to enhance their independence skills, for example, by encouraging children to pour their own drinks, set the table and help prepare their own snacks.

Inspection judgements

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

Children achieve well in all areas of their learning because activities are well planned and organised, based on children's interests and abilities, which staff record when they start at playgroup. This is done through discussions with parents, 'All about me' forms that parents complete, and general observations. This helps them to formulate realistic targets and plan activities that help children to achieve from when they first start. The staff have a secure knowledge and understanding of how to deliver a stimulating and effective educational programme. Consequently, the quality of teaching is good overall and inclusive of a variety of methods to suit children's differing learning styles. For example, staff provide children with a good range of activities outdoors, to support those who learn

better in this way. Children who speak English as an additional language or have special educational needs and/or disabilities are also very effectively supported to achieve their full potential. Staff work closely with other agencies to compile individual educational plans and support children in their home language by obtaining words and nursery rhymes from home. Staff take into consideration the next steps in the children's learning to ensure their needs are met effectively. Staff use individual and cohort tracking systems to identify and address any gaps in children's learning. Consequently, children attain the skills that they need in readiness for school.

Parents are very much involved in their children's learning. For example, they are encouraged to share their own observations of their children's development on the 'wow board' and through general discussions with their key person. Parents are also invited in regularly to discuss their children's development and agree the next steps in their learning. This also helps parents extend children's learning at home, which provides continuity. Children's progress checks between two and three years are also completed and parents are involved in this process. Staff promote children's speaking and understanding of communication and language very well as they consistently engage in conversations with them. They skilfully ask questions to help children's understanding of the activities they engage in. For example, as children play with small world activities, staff talk about the different parts of plants and trees, and model thinking skills by asking 'I wonder what these are called?' Staff encourage children to talk about past events and activities, and encourage them to describe things in their own words. For example, as children proudly show staff the flower prints that they have made, they ask, 'How did you make that? What did you do to it?' Staff also support language skills by repeating and restructuring sentences that children say so that they learn how to say things correctly. Children also help staff make books about visits they go on in the outdoor environment, which they then use as props to instigate conversation.

Children are given lots of opportunities to be creative and use their imaginations to express their feelings and ideas. Staff support them to make dens and obstacle courses using material, pop-up tents and tunnels. Children also freely use paint, collage materials and flowers to create pictures. However, there are fewer opportunities for them to develop cooperative and creative skills using large objects and structures, such as planks of wood and crates. Staff work well with the children to encourage them to share their thoughts and ideas on how to solve simple problems. For example, as children and staff work together to build a train track they discuss the various types of track, such as curved, straight pieces and bridges. They decide how best to use the pieces to make a track so that the train can go around and not fall off the edge. Children work together well as they enhance their social skills and they concentrate and are motivated to keep trying different methods to achieve a result.

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

Children are very settled and happy to come into the playgroup. There is an effective key-person system and children build secure bonds and warm relationships with the friendly and caring staff. This effectively supports children's emotional well-being. Each child and their family are clearly welcomed and valued, and as a result, children settle easily and

quickly and gain the confidence that they need to explore independently. Staff also effectively support children in their move on to school. This is done through discussions with the children, stories and school uniforms in the role play area. Teachers from the local schools are invited into the group to observe the children in their familiar surroundings. In addition, children are taken to spend an afternoon in the reception class to help them become familiar with their new surroundings. Staff share children's development records through the transition documents, which helps to provide continuity of care and learning. Children learn to value and respect people's differences and similarities through the activities, discussions and the many resources that positively reflect diversity and the wider community. Children's home languages are also valued, which boosts self-esteem and a sense of belonging.

Children behave well and play with their peers. This is because staff have clear expectations of children's behaviour and are good role models. All staff have recently attended behaviour management training and they encourage children to share, take turns and are consistent in their approach. Children benefit from the stimulating and well-resourced environment, both indoors and outside, that captures their enthusiasm for learning. Resources are accessible and displayed clearly on shelves and in boxes so that children make choices about their play. However, occasionally opportunities are missed for children to carry out simple tasks for themselves in order to enhance their independence skills further, particularly at snack time. Children's artwork is attractively displayed on the walls, which helps children develop a sense of belonging.

Staff help children to understand the benefits of a healthy and safe lifestyle. Children learn to take risks as they play on the slide. In addition, staff talk with them about the safe use of equipment, such as the mallet as they press the flowers for their pictures. Children benefit from regular fresh air and exercise in the outdoor area, where they run, play ball games, balance and cycle. Consequently, they develop their physical skills well. Children learn good hygiene habits through regular routines and reminders, for example, to wash their hands and dispose of tissues in the bin, to prevent cross-infection. Mealtimes are social occasions where staff and children sit together and talk about the day. Children are provided with healthy snacks and they have good access to drinks through the sessions. For those children who stay for the lunch club, parents provide a lunch box. Parents are encouraged to provide healthy meals to ensure that the messages that the children receive about a healthy diet are consistent.

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

The management team and staff have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, including their roles and responsibilities regarding safeguarding children and protecting their welfare. They demonstrate a confident knowledge of the signs and symptoms of abuse and are clear about the procedures they must follow to report their concerns. Management have experience in working with other agencies to protect children effectively. The playgroup has an appropriate safeguarding policy in place, which includes the procedures to follow if an allegation is made against a member of staff; this also includes the use of mobile

phones and cameras where children are present. The playgroup is secure and effective daily risk assessments minimise risks to children. The gate to the outdoor play area has a lock that prevents children leaving unsupervised. The high adult-to-child ratios and the supernumerary manager also enhance children's safety. There are robust recruitment and vetting procedures in place so that all adults who have contact with the children are suitable to do so. A comprehensive range of policies and procedures effectively underpin the playgroup. These are regularly reviewed, carefully managed and understood by all staff.

The management team provides strong leadership to the staff. Staff are well motivated and enthusiastic and work together closely to provide a welcoming environment where children's welfare, learning and development needs are effectively met. The playgroup has been through a number of changes since the beginning of the school year, including a new manager and changes to staff. The changes implemented since the last inspection have had a significant impact on the outcomes for the children. 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, the garden gate is secure and staff have updated their behaviour management training so that they manage children's behaviour effectively. The nominated person for the playgroup has refreshed her understanding of the Early Years Foundation Stage and is fully aware of her role within the group. The educational programme is monitored very comprehensively, which helps them identify and close the gaps in children's learning. All staff now complete the next steps for children's learning, which successfully informs the planning of the activities. In addition, the progress check for children between two and three years is consistently completed. The key-person system has been reviewed to ensure that staff are more involved in their key children's learning to enhance children's development. All staff, including the management team, undertake professional development training courses, which enhances individual skills, the playgroup, and consequently the children. Staff have regular supervision and appraisals and take part in peer observations to improve their practice. Any training needs are quickly identified and training courses are then attended. The playgroup is keen to continuously improve. Therefore, staff systematically reflect and evaluate the provision. This includes the views of staff, children and parents. Parents' views are sought through questionnaires and daily communication. Children are actively encouraged to share their views and ideas through thoughtful interactions with staff. For example, children have input into the activities, resources and snacks that are provided. The information gathered, together with staff's thoughts and opinions obtained at regular meetings, is collated into an action plan for sharply focused improvements. The playgroup also works closely with the local authority's development team.

Partnership with parents, external agencies and other providers are very strong and make a good contribution to meeting children's needs. Parents are welcomed into the playgroup and information is shared readily on a daily basis. Parents are very pleased with the service provided and those spoken with at the time of the inspection were complimentary about the playgroup. They stated that they value the staff's friendliness and approachability and they feel very involved in their children's learning. They also feel that their children are making good progress. Parents are given good information about the playgroup including newsletters and information on the notice board, and they can access the website. Good communication with others involved in the children's care, such as

health visitors, speech therapists and social workers, helps to ensure the needs of every child within the playgroup are met. Staff also work closely with other early years provision that children attend. For example, they share information about children's development with childminders and the local schools. This enhances the continuity of children's care and learning effectively.

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	311325
Local authority	Kirklees
Inspection number	965237
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	37
Name of provider	Slaithwaite Playgroup
Date of previous inspection	09/12/2013
Telephone number	01484 842159

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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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