

Garforth Pre-School Playgroup

Welfare Hall, Main Street, Garforth, LEEDS, West Yorkshire, LS25 1AA

Inspection date

03/06/2014

Previous inspection date

10/12/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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| 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 are happy and enthusiastic learners because they have good opportunities to make their own choices in play. Practitioners interact well with children and through talking about how to do things, they support them in thinking about ways to solve problems.
- Key-person arrangements are effective. Most practitioners have worked at the pre-school for many years, therefore, promoting consistency, good relationships and a secure base for children and their families.
- Children behave well and the learning environment is welcoming, relaxed and very calm. Practitioners provide a sense of belonging for children by creatively using temporary wall hangings to overcome the barriers for displaying children's work.
- Safeguarding arrangements contribute to keeping children safe. Practitioners make good use of training, quality assurance schemes and reflective practice as a way to safeguard children, improve their personal effectiveness and to support children's achievements over time.

It is not yet outstanding because

- Strategies for involving all parents in their child's initial assessments are not always consistent and highly successful.
- Practitioners are not always effectively using natural resources, nature and the environment to promote children's exceptional 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.

Inspection activities

- The inspector toured the premises and observed children playing indoors and outdoors.
- The inspector spoke with the manager, practitioners and a local authority representative at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager, she looked at children's learning records, planning documents, quality improvement plans and a selection of policies and procedures, including evidence of suitability of practitioners.
- The inspector took account of the views of parents through discussions and documentation.

Inspector

Helen Blackburn

Full report

Information about the setting

Garforth Pre-School Playgroup was registered in 1978 and is on the Early Years Register. It is situated in Garforth, Leeds and it is managed by a voluntary committee. The pre-school operates from the main hall in Garforth Miners Welfare Hall. It serves the local and wider community and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Thursday, term time only and their opening times are from 9am to 12.10pm. There are currently 28 children attending who are in the early years age range. The pre-school provides funded early years education for two- and three-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. They are a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- strive towards promoting even more highly successful parent partnerships by consistently involving parents in sharing more comprehensive information about their child's starting points, skills and progress during initial assessments to support planning for children's exceptional learning
- enrich the educational programmes so that they are exceptional and highly stimulating, rich and varied at all times. For example, by providing additional resources, activities and experiences to enable children to explore and investigate nature, the natural environment and a wide range of natural resources, materials and textures.

Inspection judgements

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

Practitioners have a secure understanding of how young children learn and develop and the quality of teaching is good. They are actively involved in children's play and they make good use of open-ended questions to encourage children to be active learners. For instance, when older children are painting their hands, practitioners talk to them about the different ways they can do this. As a result, children discover that they can either paint their hands separately with a brush or rub them together so that the paint covers both hands. This supports children in finding solutions and develops their problem solving skills. Practitioners regularly observe children and use this information to track and monitor children's progress across all areas of learning. Key persons confidently talk about their key children's learning needs and what aspects of their development they are supporting

and why. This means they support children in making good progress in their learning and readiness for school, given their starting points. Older children enjoy looking at books and engaging in activities that develop their pre-writing skills, such as chalking outdoors. When engaging with younger children, practitioners talk about the big and small dinosaurs and all children enjoy and learning about number through fun songs and rhymes. In addition, when children arrive at the pre-school, they eagerly look for their name card and post it in the post box as part of the self-registration procedure. These activities effectively support children's development in mathematics and literacy. Children engage in these activities with enthusiasm and eagerness and this fosters and ignites their interest to learn in the future.

Overall, practitioners provide a good range of activities across all areas of learning. They organise these effectively to enable children to make safe and independent choices in their play. As a result of these good teaching strategies, children approach their play with enthusiasm. Practitioners skilfully support children's communication and language skills. Through their positive interactions, they encourage children to take part in conversations. In addition, they learn key words and phrases in different languages to support children who speak English as an additional language. This enables them to communicate with young children as they build up their communication and language skills. Overall, practitioners promote children's development in understanding the world. For example, children learn about people who live and work in their community through themes, such as 'people who help us'. In addition, children explore resources that teach them to twist, turn and press buttons to make things work. This supports their early understanding of simple technology. However, although practitioners are introducing more natural resources, such as treasure baskets, these resources are not rich and extensive to enable children to explore a wide range of textures, media and materials. In addition, practitioners are not always utilising the natural environment and nature to ignite children's curiosity to explore the world around them. For example, children look for plastic mini beasts when playing outdoors, rather than exploring natural habitats and nature. Therefore, use of nature and natural resources and the environment is not always rich, exciting and highly stimulating. Children make good progress in their development in expressive arts and design. They enjoy art and design activities, such as painting. Practitioners support children in expressing their own ideas and take their lead when children ask for glitter for their paintings. Children enjoy role play, such as playing in the home corner, using their imaginations as they engage with practitioners pretending to make tea.

Practitioners have good relationships with parents. Through documentation, noticeboards, discussions, policies and procedures, parents receive good information about the service and children's learning. Practitioners share children's next steps with parents and send home games and activities so that parents can support their child's learning at home. In addition, parents complete a 'What I have done at home' form to share with practitioners what activities children have enjoyed over the holidays. When children first start at the pre-school, practitioners use an 'All about me' form to gather good information about children's needs, care and some aspects of their learning and development. However, information gathered from parents is a little inconsistent about children's starting points, for example, it is more comprehensive for some children than others. Therefore, there is scope to enhance parent partnerships and their involvement in their child's initial

assessments to enrich planning for children's exceptional learning and readiness for school.

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

Practitioners have good relationships with children. Many of them have worked at the pre-school for many years and this provides consistency for children and their families. When children first start at the pre-school, their key person spends time settling the children so that they build up secure bonds and attachments with them. They know the children well and this enables them to meet their individual needs. For instance, they recognise why some children feel unsettled when they arrive and they gently encourage them to join in the activities. Settling-in visits are flexible and take account of children's individual needs. Parents express they feel no pressure to leave their children on a morning and feel comfortable to stay and play with their children for as long as they like. These positive relationships and meeting of children's needs, results in happy children who feel emotionally secure in the practitioner's care. This effectively promotes children's personal, social and emotional development and provides a smooth transition from home to the pre-school. In addition, practitioners work closely with other settings, such as school to ensure they provide the support children need as they embrace their future learning. For example, they invite teachers to visit children at the pre-school so that they meet their new carers before starting school. This, alongside talking about what to expect when starting school or nursery gives children the confidence to positively embrace their future learning and change.

The learning environment for children is safe, clean, welcoming, relaxed and very calm. Children behave very well for their ages and stages of development. Practitioners provide a positive role model for children and they ensure routines and boundaries are consistent so that children know what is expected of them. Through everyday routines and play, they encourage children to share and take turns. This supports children in having cooperative and harmonious relationships with their peers. Through good use of praise, practitioners recognise and value children's achievements. In addition, they creatively overcome the barriers they have for displaying children's work in the shared community hall. For example, they use temporary wall hangings that they can easily remove at the end of the session to display children's work and photographs. This means when children are present, they have a sense of belonging and feel that their achievements are valued. The children have a good understanding of ways in which they can keep themselves safe. They take part in fire evacuation practices and they know to listen to practitioners and walk calmly around the building to the outdoor area.

Arrangements for promoting children's health and well-being are good. Practitioners implement a varied range of policies and procedures, which contribute to promoting children's health. When changing young children, they adhere to appropriate nappy changing procedures to ensure they minimise the risk of cross-infection. Children benefit from eating healthy snacks of fresh fruit and toast. Children have daily access to the outdoor area, which provides opportunities for children to engage in physical activity and to enjoy the benefits of playing in the fresh air. Outdoors children enjoy chasing the

bubbles, jumping, reaching and stretching as they try to burst them. Children practise effective hygiene routines so that they develop good self-care skills and an understanding of their own personal health needs. When washing hands, practitioners remind younger children to rub their hands together and they talk about germs and the importance of hand washing. This approach to promoting children's health and well-being supports them in leading a healthy lifestyle.

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

Practitioners have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All practitioners complete safeguarding training to ensure they fully understand the potential signs of abuse and neglect. In addition, through training, their detailed safeguarding policy and guidance from the local authority, they have a good understanding of the procedures for reporting and monitoring any child protection concerns. This contributes to protecting children from harm. There are good recruitment and vetting procedures in place. This includes evidence of suitable checks on practitioners. In addition, induction programmes ensure practitioners understand their roles and responsibilities and this contributes to safeguarding children. Effective deployment of practitioners ensures they meet adult to child ratios and this contributes to good supervision of children. Through maintaining and implementing a wide range of documentation, policies and procedures, practitioners promote and safeguard children's welfare. This includes regular safety checks and risk assessments to ensure effective procedures are in place for keeping children safe.

Management and practitioners' commitment to improving the provision for children is good. They have successfully addressed the recommendations raised at the last inspection. For example, by installing some fencing around the car park, they provide a secure area for children to access outdoor play. This provides opportunities for children to enjoy physical activities and the health benefits of playing in the fresh air. Furthermore, improved observation and tracking arrangements ensure practitioners have a better understanding of children's next steps in learning. Practitioners and management regularly seek support from the local authority and they make good use of self-evaluation as a way to monitor their practice. This includes successfully working towards an approved quality assurance scheme, 'Reflecting on Quality'. As a result, management and practitioners have devised clear action plans to support them in achieving their aspirations and goals. This includes the introduction of a wish tree, which provides additional opportunities for children and parents to share their views and ideas. Through parental questionnaires, meetings and discussions, committee, practitioners, parents and children are all actively involved in the improvement plans. The programme of professional development and performance management is good. Supervision meetings, appraisals, training and peer observations contribute to improving the quality of teaching and practice. For example, during peer observations practitioners highlight areas of good practice and reflect on the ways they can improve, including identifying any specific training needs. This contributes to promoting children's learning because practitioners improve their understanding of good quality practice and this supports promoting children's achievements over time.

Practitioners have good relationships with parents and overall, they work together to meet children's needs. Parents are eager to talk about why they like the pre-school. They say it is 'fantastic' and that the practitioners are friendly. They say their children are well cared for and safe. They explain how they receive regular updates on their child's progress and ideas, games and activities to support their child's learning at home. They also like the fact that practitioners have worked at the pre-school for many years, providing consistency for them and their children. Practitioners work well with other professionals and agencies involved in children's learning and care. For example, they work closely with speech and language therapists and parents to support children who may need additional help or support. In addition, when supporting children with special educational needs and/or disabilities, they contact any relevant agencies and professionals involved. This promotes partnership working to ensure they meet children's individual needs.

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 | 512711 |
| Local authority | Leeds |
| Inspection number | 877273 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 28 |
| Name of provider | Garforth Pre-School |
| Date of previous inspection | 10/12/2008 |
| Telephone number | 0113 232 0421 |

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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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