

Highburton Playgroup

Burton Village Hall, Northfield Lane, KIRKBURTON, Huddersfield, HD8 0QT

Inspection date

17/03/2014

Previous inspection date

02/10/2008

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is of a high standard. Staff have an excellent understanding of how children learn and develop. They use precise and sharply focused observations and assessments of the children and use this information to plan innovative activities that motivate and engage the children exceptionally well. As a result, children make excellent progress in their development.
- Staff are warm and caring and know all of the children exceptionally well. Consequently, the children are happy, and extremely confident and self-assured.
- Children's welfare is effectively safeguarded by staff, who have an excellent knowledge and understanding of how to protect children in their care.
- Leadership is inspirational. The staff's excellent team work and outstanding levels of commitment in their roles enrich all the children's experiences and contributes significantly to the excellently smooth running of the playgroup.
- Children's needs are quickly identified and exceptionally well met through the robust and effective partnerships between parents, other providers and external agencies.

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 viewed all areas of the premises and equipment and observed activities in the playroom and the outside play area.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector spoke with the manager, staff, parents and children throughout the inspection.
- The inspector completed a joint observation with the manager.

Inspector

Helene Terry

Full report

Information about the setting

Highburton Playgroup was registered in 1996 and is on the Early Years Register. It is managed by a voluntary committee and operates from rooms in the village hall in the Highburton area of Huddersfield, West Yorkshire. The playgroup serves the local area and is accessible to all children. Access is by steps or a ramp. There is an enclosed area available for outdoor play. The playgroup employs seven members of staff who care for the children. They all hold relevant early years qualifications at level 2 or above. The playgroup opens Monday, Wednesday, Thursday and Friday from 9am to 3pm and on Tuesday from 9am to 12.30pm term time. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery receives support from the local authority and is 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:

- consider further ways to enhance the all already excellent opportunities for children to develop their literacy skills, for example, by providing more opportunities for children to observe print and writing outdoors.

Inspection judgements

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

Children thrive and are well-motivated to learn in this high quality playgroup. Staff use their excellent skills and knowledge of the learning and development requirements to enhance children's development. As a result, children make rapid progress in their learning. The staff's observations and assessments of the children are clear, precise and sharply focused. A summary of children's development is completed twice a year, this is in addition to the children's progress check at age two. A robust system is in place for tracking and analysing children's learning and progress. As a result, children who are at risk of falling below their expected levels of development are identified quickly. This ensures they receive targeted support and appropriate intervention if necessary. Those children with special educational needs and/or disabilities are quickly identified. Individual educational plans are created alongside other agencies to ensure that they reach their full potential. Children lead their own play. Staff seek to discover what children are interested in and they know how to plan meaningful and playful activities that effectively supports children's learning. Staff have high expectations for what children can do. This means that they provide excellent challenge for the children. For example, the playgroup runs a 'rising five's group' each week to provide additional challenge and support for those children

approaching school age. Parents are extremely well-involved in their children's learning. This supports children's progress very effectively. Staff obtain clear information from parents about what children already know and can do when they first start at the group. This readily informs the initial assessments of the children's development. Parents are then given good access to their child's development records and parents' ongoing observations of their children are added to these records. Staff also help parents extend their children's learning at home through activity sheets, newsletters and discussions.

Children's understanding of the difference and diversity of the world around them is effectively enhanced. Staff provide opportunities for children to play with resources reflecting the multi-cultural society that we live in. They display visual images, which reflect positive images of diversity. Staff encourage extremely positive attitudes with the children because every child at the playgroup is highly valued and respected. Staff promote children's communication and language skills extremely well. They effectively question children by using open-ended questions, to help them think and respond in their own words. They use books that staff and children make together to help children recall past events and activities. At group time, as children share their news of what they did over the weekend, staff help children pronounce or use new words by responding and repeating what they say in the correct way. In addition, they reinforce and help children use more complex sentences. For example, as a child describes an ice cream she says 'it was pink'. Staff ask questions, such as 'what flavour was the ice cream, what did it taste of?' Other children confidently join in the conversation and make suggestions, such as raspberry and strawberry flavour. Staff provide lots of opportunities for children to have fun as they learn. For example, children enthusiastically take part in singing songs and action rhymes. A member of staff leads the session as she plays her guitar. The children move confidently to the music and express their feelings and ideas through their bodies. Opportunities for children to develop their understanding of mathematics are very good. For example, as children bake biscuits staff help them understand about weight and measure as they weigh the ingredients on the scales. Staff encourage children to estimate what 200grams of butter looks like as it is cut from a block. She introduces the concept of 'more' or 'less than' as she asks, 'do you think this is more or less than 200grams?'. Children make suggestions and then it is weighed. Children are then praised for their good guesswork. This boosts their self-esteem and confidence as well as their grasp of mathematics. Children have lots of opportunities to discover information and communication technology. Staff provide them with electronic tablets and computers with which they discover how things work and happen. When children show particular interests in the weather and fossils staff show them how to obtain further information from computers. This greatly enhances their innate curiosity and understanding of the world. They learn about recycling products and what they can do to help care for their community and the wider world. For example, after lunch the children are encouraged to place their unwanted food in the recycling bin, which is they take outdoors to the compost bin. This compost is then used in the nature garden where children help staff grow herbs, fruit and vegetables that they harvest, prepare and eat for their snack. Consequently, children learn about growth and decay. Children also learn about life cycles when they observe caterpillars turn into butterflies as part of their activities.

Children's emerging literacy skills are fostered very well by staff. From an early age children learn that print and writing has a meaning when staff read recipes with the

children as they bake. In addition, children hold up song sheets for the other children to look at as they sing their favourite songs. Although, the playroom environment indoors is very rich in print and text, there are opportunities to further enhance children's understanding of print outdoors. Staff provide lots of opportunities for children to make marks using a variety of resources, such as drawing with their fingers in the sand or using water and paintbrushes outside. Staff are innovative in their ideas to engage the children in the activities. For example, they make frozen paint sticks, by freezing paint with small sticks in ice cube trays. The children then use this to make marks and paint. The range of resources is excellent. Children use bricks and tools outdoors to build walls and confidently use the spirit level to tell a member of staff that the wall is straight. When a member of staff asks, 'how do you know the wall is straight?' the child responds, 'because the bubble is in the middle.' Consequently, children are developing excellent skills for their future development and in readiness for school.

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

Children are very happy and settle very easily into the playgroup. The routine of the day is displayed in pictorial form at child height for them to see and this helps them feel secure. Their enthusiastic voices and laughter can be heard throughout the playroom. This shows that children feel emotionally safe and secure. The highly effective key person system significantly contributes to the close emotional attachments that are evident between the children and staff. Consequently, children are extremely confident and self-assured learners. The children gradually settle into the group and are supported by their parents and staff. This helps them separate from their main carer easily and builds their sense of security. The playgroup use more supportive measures for those children who find this difficult. For example, the group have 'settling in bags' which contain a small cuddly animal and a book with photographs of the play areas and staff so that children become familiar with the group in the security of their own home. Staff also support the children in their move onto school exceptionally well. They attend the 'rising fives group' and staff visit the school with the children. Teachers are also invited into the playgroup to observe the children in familiar surroundings. Parents are also helped to support their children in the move onto school through activities, such as 'Getting your child ready for school'. This very effectively supports children's emotional well-being.

Children are exceptionally well-behaved because they are fully motivated and engaged in the activities. Staff inspire the children to behave well as they take all opportunities to acknowledge their achievements. They speak to children in a calm, respectful and caring manner and teach them to respect the environment and to think of others as they play. For example, as children work together to collect bricks to build a wall they show enthusiasm as they ask another child to join them in the activity. Children's independence is promoted as they play and learn. Staff allow children to help themselves to resources, which are all at child height in clearly labelled boxes and on shelving. Children are encouraged to help themselves to snack and pour their own drinks throughout the session. They also give children the responsibility of tidying up when they hear the 'tidy up' song. Children stop what they are doing and proceed to tidy up, so they learn to take care of their toys and the environment.

Children learn about a healthy and safe lifestyle as part of their play. They enjoy a good range of physical play opportunities and exercise in the outdoor play area. They also take part in music and movement sessions. Children benefit from a nutritionally balanced diet and the playgroup has a healthy eating award for the local council. Staff provide children with healthy snacks and packed lunches are provided by their parents. Staff encourage parents to provide healthy options in the lunch boxes so that children receive consistent messages. Children's interest in healthy eating is further extended through their involvement in growing fruit and vegetables outside and cooking activities. Children learn how to look after themselves and keep themselves safe through the clear explanations, which staff give regarding safety issues. As part of the activities children have visits from various people who help them, such as nurses and the road safety team. Children are also supported to take risks as they play. For example, they challenge their skills as they climb the slide and show pride in their achievements. As children role play on their 'building site', they talk with staff about using the tools safely and ask a member of staff 'if they would like a hard hat, to not hurt their head.'

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

Children's welfare and well-being are extremely well-promoted because there are comprehensive policies and procedures in place, which link directly to the safeguarding and welfare requirements of the Statutory framework of the Early Years Foundation Stage. Whistle-blowing and use of mobile phones are included in the policies and are adhered to rigorously. This means that children are kept safe from harm. The manager and staff team have a clear understanding of their responsibilities and this is reflected in their policy and practice. All staff have attended safeguarding training and this is updated regularly to refresh their knowledge. Robust recruitment and vetting procedures are implemented, which ensures that all staff are suitable to work with the children. All new staff undergo a thorough induction programme and staff are supported through an effective supervision and appraisal system that highlights any training needs. All staff are offered regular training to update their skills. This training is evaluated and cascaded to the rest of the team. This ensures that staff practice is consistent to meet the needs of the children and extend the learning opportunities for children. Robust risk assessments and daily checks are in place and ensure that all areas and equipment are safe for children.

The manager and staff have consistently high expectations for the continued quality of care and learning that is offered to the children. Leadership is inspirational. The manager pursues excellence in all aspects of the playgroup. The thorough self-evaluation methods ensure that all children thrive and the nursery has the capacity for continuous development. The evaluation processes involve the views of the staff, the parents and the children. The recommendation raised at the last inspection has been addressed to enhance the children's welfare. The monitoring of the educational programme is excellent. The manager tracks and assesses individual children and each cohort. This information is used to effectively close any gaps in achievement and to help identify any training needs of the staff. This excellent self-reflection of practice improves all aspects of the playgroup and demonstrates a strong drive to maintain the high levels of achievement.

Partnerships with parents, agencies and other early years providers are outstanding. Staff work extremely closely with the local authority, multi-agency workers and other professionals to support the children in the playgroup with special educational needs and/or disabilities. This ensures that children receive the help they require to continue to make excellent progress in their learning and development. 'Transition books' are used to share information about children's development with other early years providers that children attend. This enhances children's continuity of care and learning exceptionally well. Parents say that they feel consulted and involved in the organisation of the playgroup. They are highly complementary of the care and learning that their children receive. They comment that staff support children's learning and development exceptionally well.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	311283
Local authority	Kirklees
Inspection number	855279
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	38
Name of provider	Highburton Playgroup Committee
Date of previous inspection	02/10/2008
Telephone number	01484 606065

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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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