

# Latham Lane Playgroup

The Grove United Reformed Church, Oxford Road, Gomersal, Bradford, BD19 4JR

<b>Inspection date</b>	21/10/2014
Previous inspection date	07/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 supported well and make good progress given their starting points. This is because the quality of the teaching is good. Staff motivate children to learn through stimulating play activities.
- Children settle well, are happy and build strong attachments with staff, who work hard to understand their individual needs. Consequently, children feel secure and separate from their parents and carers with ease.
- Children are safeguarded well because staff demonstrate good knowledge and understanding of how to protect them, including the correct procedures to follow should they have concerns about a child in their care.
- Children benefit from strong partnerships with parents. Staff are committed to working together with them, to promote the best interests of their children.

### It is not yet outstanding because

- Staff provide fewer opportunities for older children to move with confidence and skill when using large apparatus.
- Staff do not always obtain information from parents about all areas of their child's prior learning in sufficient and precise detail. This sometimes does not robustly provide a secure base from which to demonstrate children's overall progress.

## **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 at various times of the day in the play rooms.
- 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

Latham Lane Playgroup was registered in 2009 and is on the Early Years Register. It is managed by a voluntary committee. It operates from two rooms on the first floor of The Grove United Reform Church in the Gomersal area of Cleckheaton, West Yorkshire. The playgroup serves the local area and is accessible to all children. There is an enclosed area for outdoor play. The playgroup employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above, including the manager. The playgroup opens Monday to Friday from 9am to 11.30am and on Monday to Thursday from 12.30pm to 3pm term time only. It also operates a lunch club on Tuesday and Friday from 11.30am to 12.30pm. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The playgroup provides funded early education for three- and four-year-old children. It is 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:

- introduce even more successful ways of involving parents in children's initial assessments of what they already know and can do when they first start at the setting
- maximise opportunities for older children to move with confidence and skill around large apparatus, for example, by providing more opportunities to climb and slide.

## Inspection judgements

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

The quality of teaching is consistently good. Children are motivated and eager to learn. They join in activities with enthusiasm and enjoy their time in the playgroup. This is because staff have a good understanding of how children learn and develop. Consequently, children make good progress in their learning and development and, subsequently, build the skills they need in readiness for school. Staff gather some information from parents, and other settings that children attend, to quickly identify children's starting points as soon as they start at the playgroup. However, this is not always provided in sufficient detail to give the staff precise information about all areas of their prior learning. This sometimes does not robustly provide a secure base from which to demonstrate children's overall progress. Staff regularly observe and record children's development to accurately assess and plan for the next steps in children's learning. They also track children's progress towards the early learning goals, which helps staff identify any gaps in children's learning. This ensures that activities and teaching strategies are

used effectively to close gaps in learning. Staff also complete progress checks for children between the ages of two and three years, and parents are also involved in this process. This enables staff to identify any additional support a child may need to ensure that they reach their full potential. Children's development is frequently shared with parents, together with ideas for supporting them at home. This means parents are kept involved in their children's progress.

The environment is well resourced and children are engaged in activities that promote their learning through play. They move freely around the rooms and make choices depending on their particular interests. Staff ensure that children's individual learning needs are fostered through their favourite activities. For example, children who enjoy role play are given opportunities to make marks and learn that writing has a meaning, as they make a 'closed sign' for their fish and chip shop. During role play, staff sit with the children and encourage them to count money, name the numbers on the coins and sort them in into size and shape. This effectively promotes children's mathematical development. Staff know when to stand back and allow children to initiate their own learning and they understand that children also learn from their peers. This helps children to become confident and independent learners.

Staff provide generally good opportunities to develop children's physical skills. They balance on boards, throw and catch balls, twirl hoops, and travel in different directions and avoid obstacles. However, staff provide fewer opportunities for children to move with confidence and skill around under, over and through climbing apparatus. Therefore, children's skills in developing their large muscle movements are not always maximised. Staff consistently promote children's communication and language development. They engage in conversations with children, and provide a running commentary to what they are doing during play. As a result, children begin to link words to actions. Staff ask children open-ended questions, which extends their critical thinking. They are given time to think and give an answer. As a result, children develop their vocabulary and learn to use speech as a way of sharing their thoughts and feelings. Staff read children a wide range of stories from their chosen books. Children become engrossed in the staff's storytelling. This is because staff use intonation in their voices and invite children to make comments about what they can see in the pictures. Staff foster children's listening skills well through interesting activities. For example, children listen carefully to the sounds that various resources make, such as when coconut shells are hit together and when marbles are shaken in a box. Staff hide the resources and ask the children to guess how the sound is made. Children are then encouraged to make different sounds using their mouths and hands. Consequently, children develop an awareness of sounds in their environment.

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

Children are happy and enjoy their time at the playgroup. There is a good settling-in process to help young children settle and become familiar with staff, peers and routines. Staff gather information about some aspects of individual learning and care needs for children, and welcome parents to come in and help in the playgroup. Staff operate a key-person system to enable children and families to build up trusting relationships with staff. Consequently, children feel secure and continue to develop well. In addition, children are

well supported emotionally in their move on to school. For example, children play with school uniforms in the role-play areas and staff read books with them about changes in the lives. Furthermore, staff support the children as they look at photographs of activities, teachers and resources in the local school. In addition, teachers are encouraged to visit, so that children become accustomed to them. Consequently, children's emotional needs are fostered well. Children's behaviour is good. Staff gently remind children of the rules of playgroup. For example, children are reminded to be kind to each other, walk in the playrooms, share, take turns and help tidy up. Staff use a bell as a five minute warning, to remind children that a change in the routine is imminent. This allows children to draw a close to their play and helps them understand about routines. Staff are good role models and they respect and value what children say and do. Consequently, children grow in confidence, which promotes their self-esteem.

Children benefit from the stimulating and well-resourced environment 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. Children's photographs and their art work is displayed on the walls, which helps children develop a sense of belonging. Staff help children to become independent by encouraging them to put on, take off and hang up their painting apron and coats. Children also wash their hands before eating and serve their own drinks and fruit. These skills also contribute well to helping children become ready for the next stage of learning and, eventually, for school.

Staff provide opportunities for children to play outside at each session. Consequently, children benefit from exercise in the fresh air to keep them healthy. This also promotes learning for those children who learn better outdoors. Staff provide nutritious snacks and encourage the parents, whose children attend lunch club, to give them a healthy packed lunch. To foster children's understanding of a healthy diet staff talk with the children, as part of their activities, about food that is good for them. Children are encouraged to manage their own hygiene; for example, they wipe their own nose and dispose of used tissues in the bin. In addition, children wash their hands before eating and after using the toilet. Staff remind them that by doing so, they are getting rid of the germs. Consequently, children learn about good hygiene practices and how to be healthy. Children also learn how to keep themselves safe. Staff remind children to walk indoors, and explain the risk of hurting themselves if they run. Children learn to take risks under very close supervision when they play with wood, nails and a hammer. As a result, they develop their imagination, hand-and-eye coordination and learn to respect tools.

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

Management and staff have a secure understanding of the safeguarding and welfare requirements of Early Years Foundation Stage. As a result, children are safe and well protected in their care. There are robust procedures in place to ensure that all staff are suitable to work with the children. The playgroup has effective safeguarding procedures in place that all staff are familiar with. Staff respect the importance of keeping children safe, and they have all attended safeguarding training. Regular updates on safeguarding are discussed at staff meetings. Consequently, staff have a clear knowledge and

understanding of how to report concerns, and how to follow all aspects of the playgroup's safeguarding policy. Procedures also cover the safe use of mobile phones and cameras to protect children. Staff are fully aware of the importance of keeping the playgroup secure, and hazards are identified and minimised through comprehensive risk assessments and daily checks. Consequently, children play and learn in a safe environment.

Management set out a clear vision of their expectations and monitor and evaluate the provision well. The manager has taken comprehensive steps to address the areas identified for improvement at the last inspection. For example, children have good access to the outdoor environment, observations and assessment are used well to extend learning. In addition, the manager regularly observes and monitors staff's teaching to ensure that they are extending learning well. Staff have been focusing on the characteristics for effective learning as part of their strategies. Consequently, children's progress is enhanced. Staff, parents and children are fully involved in the evaluation process through discussions, questionnaires and a suggestion box. Views are fully considered and changes made where necessary to improve the learning outcomes for the children. The manager oversees the educational programme and she monitors it well. The progress of individual groups of children are effectively assessed. This helps to identify any gaps in learning, which are quickly addressed. Consequently, interventions are put in place, where needed, to ensure that all children reach their full potential. Staff are supported well in their continued development. They have good opportunities to develop their skills through workshops and further education training. Staff cascade their training between the team and help develop practice. Regular staff supervision and team meetings are undertaken, from which training plans are identified and implemented.

Partnerships with parents are strong. Parents receive a good deal of information about the playgroup through the policies and procedures, newsletters, discussions with staff and the notices that are displayed. Parents are happy with the care and learning their children receive. They confirm that their children's communication and language skills are developing well, and that they have seen their children grow in confidence. Staff work well with other organisations who are involved in the children's care. They share information about children's development through the 'share and discuss booklets' and work with the local out of school club to provide wrap around care. Therefore, the continuity of children's care learning is enhanced 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

<b>Unique reference number</b>	EY398245
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	962871
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Latham Lane Playgroup
<b>Date of previous inspection</b>	07/11/2013
<b>Telephone number</b>	07734603355

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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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