

# Outwood Pre-School Playgroup

560A Leeds Road, Outwood, Wakefield, West Yorkshire, WF1 2DT

<b>Inspection date</b>	24/10/2014
Previous inspection date	17/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		1
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 acquiring the necessary skills they need to be ready for school because the quality of teaching is good. Practitioners provide a range of adult-led and child-initiated activities that meet children's individual needs and interests.
- Children's personal, social and emotional development is promoted exceptionally well. As a result, children's behaviour is very positive and they are learning to make relationships and get along with their friends.
- Children form secure emotional attachments with practitioners because there is a highly effective key-person system in place. As a result, children separate with ease from their parents because they feel happy and safe.
- Children are well protected, as all practitioners fully understand and effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage.

### It is not yet outstanding because

- Some aspects of partnerships with parents and others are not fully effective in building a joint approach to children's development. This is because practitioners do not encourage all parents to pass on information about their child's learning at home and have not built strong enough relationships with other professionals from settings that children attend, to share children's individual 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.

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 main playroom and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the manager, children and practitioners at appropriate times throughout the inspection.
- The inspector checked evidence of practitioners' suitability, training certificates, policies and procedures, risk assessments and the pre-school's self-evaluation systems.
- The inspector looked at children's assessment records.

## Inspector

Jane Tucker

## Full report

### Information about the setting

Outwood Pre-school Playgroup was registered in 1968 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The playgroup is situated in a church hall in the Outwood area of Wakefield and is run by a management committee. It serves the local and surrounding areas. It operates from one playroom and there is an area available for outdoor play. The playgroup employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two are unqualified. The playgroup opens five mornings a week, term time only. Sessions are from 9.15am to 12.15pm, Monday to Friday. Children attend for a variety of sessions. There are currently 55 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- strengthen relationships and information sharing with parents and teachers, from the local schools or colleagues from other settings where children attend, so that there is a better shared understanding and joint approach to promote even higher levels of continuity in these children's care and learning.

## Inspection judgements

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

Practitioners have a good knowledge of the Early Years Foundation Stage, which they use to promote children's learning and development through their individual needs and interests. Practitioners have a secure understanding and experience of how children learn through play and provide a good balance of adult-led and child-initiated play based activities. Consequently, children make good progress in their learning and gain a good range of skills to support their future learning, such as when they move on to school. Practitioners make an initial assessment of children's learning, based on the very good information they gather from parents and their own observations. Therefore, an accurate assessment of children's starting skills on entry is recorded, which helps practitioners to plan for purposeful and progressive learning.

Practitioners have high expectations of children, which ensure children are motivated and eager to join in with the interesting and challenging experiences that they provide. Children express themselves effectively and practitioners encourage conversation with others, as children take part in circle time activities. Children show how they can sit quietly and listen attentively, as practitioners call out their name for the morning register. Children's communication and language skills are supported well, as they use signs and symbols to say good morning to each other and take part in action songs and rhymes.

Children throw bean bags on to a shape on the floor and they clap and cheer each other when they get the bean bag into the circle. Open questions and visual clues from practitioners promote children's early mathematics, as they count from one to 21.

Teaching is good and practitioners skilfully engage with children to support and enhance their play and learning further. For example, practitioners promote children's moving and handling skills, as they thread laces through cotton bobbins. Practitioners use jigsaws to promote children's letter recognition, as they ask 'can you find me the letter l for lion and p for penguin?' Boys play with cars, as they wheel them around the car mat and take them to the garage to get fixed. This demonstrates their early understanding of the world and what people do. Practitioners support engagement with parents and they keep parents informed of their child's weekly activities through information displayed on noticeboards. Information is also displayed for parents about how practitioners will support their child's early literacy skills through songs and rhymes. Parents also have a home contact book where they can read about their child's activities in the pre-school. However, practitioners do not consistently provide opportunities for parents to share their child's learning at home. As a result, practitioners cannot always demonstrate a continuity of learning between home and the pre-school, to make sure children's progress is maximised.

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

A highly effective key-person system supports children to develop secure and emotional attachments quickly. Practitioners carefully consider the move children make from home to the pre-school from the outset. Therefore, settling-in sessions are offered and governed by the individual needs of children and their parents. Detailed information is sought from parents, with regard to their child's care routines, preferences, likes and dislikes. Consequently, practitioners get to know the children exceptionally well and this provides a secure foundation to ensuring children feel completely safe and secure in their environment. Practitioners ensure that children arrive to a highly stimulating environment with child-accessible resources that inspire their interests and promote learning, both inside and outdoors. As a result, children confidently kiss and wave goodbye to their parents, as they eagerly start their day with opportunities to progress their independence and all-round development.

Practitioners are excellent role models who spend quality time with children during their play. They place a great emphasis on developing children's personal, social and emotional development, which underpins their positive achievements. From the moment children enter the pre-school they are taught to follow well-established routines. For example, children show their parents where they hang their coat and how they take it in turns to sit with their friends to have their milk. Children play extremely well together, listening to each other and taking an interest in what their friends have to say. They point out their best friends to practitioners demonstrating their early understanding of making relationships. All of these skills are most successful in helping children to gain independence and in turn prepare them as they move on to school and into the wider world.

Children's behaviour is very good, due to the positive support of attentive and engaged practitioners. Children become deeply involved in what they are doing and absorbed in their play. As a result, any negative behaviour is a very rare occurrence. Hygiene routines are well established and understood by the children. For example, children know to wash their hands before food and after going to the toilet, which promotes their early understanding of self-care. Practitioners teach children about healthy food options, as they provide nutritious snacks and talk about food that is good for them. In addition, posters are displayed to re-enforce children's learning about how to manage their personal needs and stay healthy. For instance, brushing teeth regularly, eating well-balanced meals, bathing and getting plenty of rest. Children have access to daily fresh air and take part in a range of activities indoors and outdoors, to promote their physical development. For example, indoors, children crawl and step in and out of fabric tunnels. Children model practitioners play, as they lift the fabric tunnel up and over their friends to play hide and seek. Children make sure they are safe, as they wait for their friends to come out of the tunnel before they go in. This shows how children are beginning to risk assess for themselves and are learning to keep safe.

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

All practitioners have a good understanding of their responsibilities to keep children safe. They have attended relevant safeguarding training and know how to identify and report any possible signs and symptoms of abuse and neglect. Safeguarding policies and procedures are updated regularly and shared with all parents. This helps to ensure that practitioners and parents have access to the most current, up-to-date guidance and practice. Consequently, children are safeguarded. Children are supervised well during their play and practitioners are deployed effectively, to ensure children's needs are met. Written procedures are in place for the recording of all accidents and these are monitored on a regular basis by the manager. Daily health and safety checks are conducted by practitioners, to identify and minimise potential hazards to children. This helps to protect children's welfare and keep them safe. Robust recruitment procedures are in place to ensure that all practitioners have the appropriate skills and knowledge, to fulfil the requirements of their role. All practitioners are vetted and Disclosure and Barring Service checks are completed, to help guarantee their suitability to work with children.

The manager has a good overview of the pre-school and all practitioners demonstrate an efficient understanding of the learning and development requirements. The manager leads on monitoring, to make sure that children's learning records are up-to-date and that observations and assessments reflect children's learning and progress. As a result, children with identified needs are supported well with appropriate intervention, to help make sure they reach their expected levels of development. In addition, tracking shows how children accessing the two year early education funding are improving consistently over time. This demonstrates that access to good quality early learning is raising attainment for all children. Performance management systems, such as appraisals and supervisions, are established and provide ongoing support to all practitioners. Practitioners receive

mandatory training in safeguarding, food hygiene and first aid. In addition, they attend extra courses that are run by the local authority, when these are available. The manager works alongside practitioners to observe and evaluate their quality of teaching. Therefore, practitioners are constantly improving their already good quality of teaching and practice, to benefit all children.

The manager, practitioner and the pre-school's committee are all dedicated to the setting and are enthusiastic in their roles. Evaluation of the pre-school's strengths and areas for improvement is ongoing and involves contributions from practitioners, parents and children. The pre-school is continuously open to advice and guidance from outside sources, such as the local authority. As a result, several quality improvement programmes have been implemented to evaluate the quality of the provision and drive improvement forward. Parents send thank you cards and complete questionnaires to show how they appreciate practitioners care and are happy with the service they provide. Parents receive newsletters, which provide them with information about their child's activities for the forthcoming term. This helps to make sure that parents know what their children are learning. Good links with other professionals, such as health visitors, speech and language therapists and teachers from the local schools have also been established. However, opportunities to share information or forge relationships with individual teachers or other colleagues from settings that children attend are not fully embedded. As a result, children do not receive continuity of care and learning between provisions to the highest levels, to maximise communication about their individual learning and needs.

### 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. 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>	501039
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	869114
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Outwood Pre School Playgroup Committee
<b>Date of previous inspection</b>	17/10/2008
<b>Telephone number</b>	01924825688

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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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