

# Upper Hopton Playgroup

Croft House Community Centre, Jackroyd Lane, Upper Hopton, Mirfield, West Yorkshire, WF14 8HS

<b>Inspection date</b>	03/11/2014
Previous inspection date	15/07/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff provide an interesting and challenging learning environment where children learn through play and participate in activities across the seven areas of learning. They support children to develop their skills in order to ensure their readiness for school.
- Staff support children's emotional well-being from their early experiences at the playgroup. They are very attentive towards children, who are happy and settle well.
- Parents and staff share suitable information about children's ongoing care and learning. This results in sound partnerships, which ensure that children receive consistent care and learning.

### It is not yet good because

- The staff's initial assessments of the children are not consistently rigorous, because information gathered from parents about their children's starting points is insufficient. As a result, the initial planning of activities does not always match the learning needs of children or shape their future learning experiences.
- There is not always at least one person on the premises at all times, who holds a current first-aid certificate, which is a breach of requirements.
- Staff do not always provide opportunities outdoors for children to make marks or write in different situations to enable them to understand that print and writing has a purpose and meaning.

## 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 at various times of the day in the playroom.
- The inspector spoke with the manager, staff and children at various times 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 a parent spoken with on the day.

## Inspector

Helene Terry

## Full report

### Information about the setting

Upper Hopton Playgroup was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee. It operates from a room in a community building in Upper Hopton, Mirfield, West Yorkshire. The group serves the local community and wider area. There is an enclosed area available for outdoor play. The group employs five members of childcare staff, of whom four hold appropriate early years qualifications at level 3. The group opens Monday, Tuesday and Thursday from 9am to 3pm and Wednesday and Friday from 9am to 1pm, term time only. There are currently 13 children attending who are in the early years age group. The group receives funding for the provision of free early education for three- and four-year-old children.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- help parents to participate fully in the assessment process by obtaining information about children's starting points in all areas of learning at the onset of care, and use the information to shape future learning experiences for each child, to ensure that activities consistently match their learning needs from the beginning
- ensure that at least one person who has a current paediatric first aid certificate, is on the premises at all times.

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

- provide more opportunities outdoors for children to learn that print and writing has a meaning, for example, by providing writing materials during role-play activities.

## Inspection judgements

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

The staff have a suitable knowledge and understanding of how children learn and develop. As a result, children make steady progress across the areas of learning, and gain the skills that they need in readiness for school. Staff have worked hard since the last inspection, to develop their teaching skills, planning of the activities, and their observations and assessments of the children. Consequently, staff give a focus to the activities that they provide, to promote children's learning. In addition, they use open-ended questions to enable children to think through learning experiences as part of their active learning.

Therefore, children are engaged in meaningful and purposeful play. Staff observe the children to identify their interests and their next stage of development. These next steps in learning inform the planning of the activities. The procedures for completing the initial assessments of the children are still developing. However, the information gathered from parents on entry to the provision, is mainly focused around children's care needs, rather than information about children's learning to date. This has an impact on the staff's ability to immediately plan activities that shape future learning experiences across all areas of learning. Consequently, children's progress is not maximised from the onset.

Children's progress checks, between the ages of two and three years, are completed to help staff identify any additional needs a child may have and parents are involved in this process. Parents are suitably encouraged to be involved in their children's ongoing learning. For example, they have good access to their children's development records. In addition, they are encouraged to share their own observations of their children's achievements at home. Parents are also effectively supported to extend their children's learning. For example, staff send home the 'letter bag', where children and their parents gather objects related to a specific letter of the alphabet. Staff also give parents information on focused activities that they can do with their children. These are linked to the playgroup activities and helps to consolidate children's learning.

Staff promote children's communication and language skills well. They talk with the children throughout the activities, and give children time to think and respond in their own words. They help children develop listening and attention skills when children sit in small groups, and take part in activities, such as, recognising the sound of musical instruments that are hidden under a blanket. Children are given opportunities to develop early mark making skills as they are encouraged to observe the marks that they make in the cornflour. However, there are fewer opportunities to further develop children's early reading and writing skills for those children who learn better outdoors. For example, there is no provision of writing materials during role play activities, such as, pencils and paper, so that children can pretend to draw and make plans for their buildings, as they pretend to be builders in the outdoor play area. Staff provide lots of opportunities for children to be creative. They freely paint pictures at the easel thereby expressing their thoughts and feelings. Staff help children recognise colours, as they choose collage materials to represent the colours of the rainbow that they make. Children also learn about numbers and size, to develop their mathematical skills, through enjoyable activities, such as matching bears onto cards.

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

Overall, children's well-being is appropriately supported. The staff have sufficient knowledge and understanding about how to manage accidents should they occur. However, none of the staff hold an up-to-date paediatric first-aid certificate, which means that at least one person who holds a current first aid certificate, is not present at all times. This is a breach of legal requirements. Children are happy, confident and settle quickly into the activities made available. Staff form close attachments to the children. The key-person system works well, and supports children in the settling in phase to ensure that children are emotionally secure. As a result, children separate from their parents

confidently on arrival. Children preparing for the move to full-time education are also supported well. Positive links are established with the host school, and children are prepared emotionally through discussions and activities, such as, role play activities.

Staff create a learning environment that enables children to make choices and be independent. All resources are stored in easily accessible containers. Consequently, children are encouraged to make decisions about what equipment they want to use. Children's growing independence is supported well. Staff provide opportunities for children to serve their own food, and pour their own drinks at snack time. In addition, they are encouraged to put on their own coats before going outdoors to play. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is good. This is because children learn what is expected of them through the simple rules that are in place. Staff promote children's self-esteem through praise and recognition of their achievements. Gentle reminders from staff help children to understand about how to keep themselves safe as they play and use a variety of equipment. For example, staff talk with children about the safe use of tools and hard hats as they role play working on a building site. Staff support children well as they learn to take risks and develop their confidence in their own abilities. For example, they balance and climb on a variety of apparatus.

Children learn about healthy lifestyles through activities and routines. They understand the need to wash their hands before eating snack and after using the toilet. Staff use reminders when they ask questions, such as, 'What do we need to do before we eat snack?' Healthy and nutritious snacks are offered as part of the self-service snack bar. Children help themselves to fruit, vegetables, yoghurts, and a drink of their choice from milk or water. Staff talk with children about food that is good for them to foster children's understanding. Parents are encouraged to provide healthy lunch boxes to further support children's healthy lifestyle. In addition, children benefit from regular fresh air and exercise during outdoor play activities.

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

The management team and staff have a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are generally well protected from harm as the manager and staff demonstrate a sound knowledge of their responsibilities with regards to protecting children. Staff complete appropriate training and know what to do should they have any concerns about a child in their care. The committee and manager ensure all staff are suitable to work with children through safe recruitment, vetting and induction procedures. Children are cared for in a safe and secure environment. Play areas are monitored daily to ensure children's safety and hazards are minimised through safety checks before the children arrive. However, staff do not currently hold up-to-date paediatric first-aid certificates, which means that children are not cared for in the presence of at least one member of staff who has a current first-aid certificate. This is a breach of requirements of both the Early Years Register and the Childcare Register. However, they retain a suitable understanding about how to deal with an accident or an emergency should it occur because they have undergone previous

training. Policies, procedures and all the required documentation is in place and is maintained and adhered to by staff to protect children.

Basic self-evaluation is evident, and the manager and staff's ability to self-reflect and identify gaps within the playgroup are satisfactory and developing well. Since the last inspection, where the nursery received a number of actions to improve, the new management team have implemented a number of effective changes. This includes improvement to the observation and assessment process, and the planning of the activities to foster children's learning outcomes. In addition, improvements have been made to the monitoring of staff's teaching practice, and the key-person system has also been reviewed. The outdoor play area has a suitable range of activities, including opportunities for role play. As a result, the children's welfare, and educational programme are developing well. However, staff still need to further develop information gathered from parents about what children already know and can do when they first start at the playgroup to maximise children's progress.

Management and staff have a clear drive for positive improvement to develop the provision for the children. Systems to monitor the educational programme are currently being embedded. The management team is working with the local authority to further develop this system. The views of children, staff and parents are fully considered and are used to implement change within the playgroup. Staff have sound opportunities to develop their skills through training courses that are regularly offered either in house or through other agencies. Regular staff supervision and team meetings are undertaken from which training plans are implemented. This enables staff to further develop their skills and implement changes within the playgroup to support children's learning and development.

Partnerships with parents are sound to promote continuity of care and learning. Staff provide a wide range of information for parents, which include the policies and procedures. This helps everyone be aware of their responsibilities. Parents are pleased with the care and learning provided for their children. They feel that the kind and caring staff are a strong feature of the playgroup, and that they support their children's learning well. Staff and management are fully aware of the need to work alongside other professionals and agencies involved in the care of children to ensure that the needs of the children are met.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first

aid qualification (compulsory part of the Childcare Register)

- ensure that at least one person who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register).

## 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>	311348
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	984395
<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>	26
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Upper Hopton Playgroup Committee
<b>Date of previous inspection</b>	15/07/2014
<b>Telephone number</b>	07989 212296

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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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