

Hepworth Playgroup and Pre-School

Village Hall, Towngate, Hepworth, HOLMFIRTH, Huddersfield, HD9 1TJ

Inspection date	19/11/2014
Previous inspection date	22/04/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Systems for sharing information between key persons are not effective. As a result, staff are not as knowledgeable about other staff's key children, to ensure that all children's learning needs are met.
- Children starting points and interests are not always obtained from parents, and assessments of children's progress are not completed consistently. As a result, staff do not have a good understanding of some children's learning needs.
- Children are not provided with a sufficient balance of child-initiated play and adult-led activity, which means they do not enjoy purposeful and challenging learning experiences that are supported by good quality teaching.
- The provider does not ensure new staff fully understand safeguarding procedures. In particular, some staff are not clear about how to report concerns about another adult in the setting. This means children are not fully protected.
- Performance management is not sufficient to ensure children's good progress is promoted through consistently high quality teaching.

It has the following strengths

- Children behave well and are supported to build secure relationships that prepare them emotionally for the move to school.

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 outside area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider and the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day, and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

Hepworth Playgroup and Pre-School was registered in 1980 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the lower ground floor of the village hall at Hepworth, near Holmfirth, and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday, Tuesday and Wednesday from 9am to 3.15pm, and Thursday and Friday from 9am to 12noon, during term time only. Children attend for a variety of sessions. There are currently 13 children attending who are in the early years age group.

What the setting needs to do to improve further

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

- make sure all staff receive appropriate training to develop their knowledge of safeguarding procedures, with particular regard to the procedures to be followed if staff have concerns about adults in the setting
- ensure assessment of children's progress is consistent, their stage of development is accurately assessed and their rate of development is correctly measured, so that any gaps in development are identified and addressed in a timely manner
- make sure children's starting points are identified when they first attend, and consider the individual needs, interests, and stage of development of each child to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- implement each area of learning and development through planned, purposeful play, facilitated by a good balance of adult-led and child-initiated activity
- establish an effective key-person system which ensures that staff are knowledgeable about the learning needs of children in their care and are able to offer them good levels of support
- support new staff to undertake appropriate training and professional development opportunities, to ensure they offer quality learning and development experiences for children that continually improve.

Inspection judgements

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

Staff do not always obtain information about children's starting points in learning, or their interests, from parents when children start in the pre-school. This means they do not have a good understanding of all children's learning needs or their preferences for learning. As a result, they do not have enough information to plan educational programmes that take into account the skills children have already acquired, and target their interests from the outset. Assessments are not completed consistently for all children. Staff do not know what stage some children are at in some areas of their development. As a result, they do not focus planning to target children's individual learning needs. In addition, the key-person system is not effective in making sure information about children's progress is shared between staff. Consequently, staff make assumptions about children's development. They guess that children are meeting their expected targets, rather than using precise and accurate assessment to inform their suppositions. As a result, children do not receive targeted support that promotes their good progress. Although progress checks for children between the ages of two and three years are completed and shared with parents, staff are not certain that the information included in them is accurate. This means gaps in children's learning, or their strengths, are not always identified to ensure they receive good levels of support to promote their development.

Some adult-led activities are planned and the resources provided offer children opportunities to investigate and play independently. This means children develop some of the skills they will need for their learning in school. For example, children learn to problem solve while building with a range of small construction materials. They also develop narratives with their friends during role play with small world resources. Children learn to count and recognise shapes and colours through everyday activities, and they are developing an understanding of early literacy by sharing books. This helps to prepare children for the learning experiences they will enjoy in school. Topics, such as monitoring children's growth and physical development, support children's developing understanding of growth and change. Children also enjoy visits in the community, such as going to the post office, the library and visiting the ice-cream parlour. This means they are developing their understanding of the world around them. Children learn communication and language skills through everyday conversations, and by singing simple songs and rhymes. When gaps in children's learning are identified, parents are advised to seek support from other professionals, such as speech and language therapists, to work with children. However, adult-led learning and child-initiated play is not effectively balanced, and children's play is not consistently supported by high quality interactions with adults. Staff do not know what the next steps in learning are for all children. This means they do not promote all children's learning through effective teaching and the careful use of stimulating resources.

Despite the weaknesses in practice, partnerships with parents are positive. Parents share information about their child's achievements at home and the pre-school involves them in topics. This means they have some information about the activities children enjoy and can continue their children's learning at home. Parents say their children are happy and enjoy

their time in the pre-school. Good links with the local primary school effectively supports children as they make the transition from the setting into the reception class. For example, children are taken on regular visits to the school. They are invited to attend school events, such as the annual nativity play.

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

New staff do not have a thorough understanding of the procedures to follow should they have concerns about their colleagues or other adults in the pre-school. This means children's safety and welfare is not supported at all times. Staff demonstrate they have a suitable understanding of the steps to take to keep children safe during play. Children are shown how to assess risks for themselves when using outdoor play equipment and learn how to use small tools, such as scissors, safely. Children learn how to cross roads safely and topics, for example, people who help us, support their understanding of how to keep themselves safe.

Although key persons support children to build relationships with adults and other children, staff make assumptions about children's abilities, planned learning is not focused to securely promote children's learning. This affects how well children can progress with some aspects of their personal, social and emotional development. However, staff are sensitive to children's emotional needs and understand children's need for additional emotional support during transitions. Short introductory sessions, which children enjoy with their parents, help them to settle and provide some continuity in their care. Children receive good levels of support to get them ready for the move to the local nursery school, this means they are emotionally prepared for the changes to come. Key persons take children to regular assemblies and events at the local school, and children go with them each day to collect older children from school. This helps them to understand school routines and they become familiar with teachers. Consequently, when the time comes for them to move on to the next stage in their learning, they are welcomed by an adult they know. Children develop self-care skills as they learn to dress themselves, wash their hands and develop independence in using the toilet. As a result, they can attend to their own personal care needs when they move on to school.

The pre-school is welcoming. There are displays of children's work and photographs of children and their families throughout the pre-school. Children are encouraged to complete simple tasks, such as tidying up after their play. This promotes team work and helps them to develop a sense of responsibility within the setting. Staff are appropriate role models and they demonstrate respectful relationships towards the children and each other. By using simple, clear explanations they teach children to share, resolve disputes, and play cooperatively. This supports them in developing secure relationships with their peers. Children's behaviour is managed well. They receive consistent messages, which support their developing understanding of right and wrong. Children's behaviour in the pre-school is good. Children enjoy time in the outdoor area everyday and they help themselves to healthy snacks and drinks. Parents are encouraged to include healthy choices in children's lunches, and practitioners help children to understand which foods are healthy and those that should be eaten as treats. This supports children's

understanding of how exercise and a healthy diet contributes to their overall health and well-being.

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

The provider does not make sure that new staff understand the procedures to follow should they have concerns about their colleagues or another adult in the pre-school. This means children are not protected at all times and their safety is not assured, as some staff do not know how to follow the safeguarding procedure in all situations. Disclosure and Barring Service checks are obtained for all staff to ensure they are suitable to work with children. Induction for new staff makes them aware of some essential policies and procedures, such as the use of mobile phones and cameras in the setting. The manager has completed safeguarding training to improve her knowledge and demonstrates a suitable understanding of the signs and symptoms of abuse. This means she can recognise the signs that indicate children may be at risk from harm and she is knowledgeable about the procedures to follow should she have concerns about a child.

Children are generally kept safe in the physical environment because staff complete risk assessments to minimise hazards, and ensure the premises and equipment are safe and suitable for them to use. Two members of staff hold a current first-aid certificate and the provider ensures there is always a member of staff on the premises who can give appropriate treatment if there is an accident to a child in their care. Children's attendance, including when they arrive and leave, is recorded. This shows that required adult-to-child ratios are maintained. Accidents and medications administered to children are recorded in line with the legal requirements and details are shared with parents. This contributes to maintaining children's general well-being. Policies and procedures are shared with parents, which mean they have an understanding of the service on offer to them.

Self-evaluation does not show an accurate assessment of the pre-school and there are no action plans to addresses weaknesses and drive improvement. Some of the weaknesses in practice identified at previous inspections have also not been successfully addressed. As a result, planning for children's learning is not sufficiently focused to ensure their development needs are met. Although the provider completes appraisals, she does not monitor staff's performance and relies on the manager to deliver a high standard of service. The provider has recognised that some staff do not deliver well-planned, purposeful activities that promote children's learning, however, there are no clear action plans in place to ensure staff practice in the pre-school improves to benefit the children who attend. This indicates a limited capacity to drive forward improvement.

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

Met

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

- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory 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

Unique reference number	311286
Local authority	Kirklees
Inspection number	868007
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	31
Name of provider	Hepworth Playgroup and Pre-School Committee
Date of previous inspection	22/04/2010
Telephone number	01484 680070

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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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