

Skelmanthorpe Community Pre-School Playgroup

Nursery Building, Elm Street, Skelmanthorpe, HUDDERSFIELD, West Yorkshire, HD8 9DZ

Inspection date	15/12/2014
Previous inspection date	12/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 approach their learning with enthusiasm and they are confident communicators. Staff interact well with children and they plan a wide range of activities to support them in making good progress.
- Key persons work closely with other settings children attend to promote continuity in their learning. They have good relationships with children, and as a result, they are happy and feel safe.
- Staff have a good understanding of their roles and responsibilities in safeguarding children. This includes helping children to understand about their own health and safety needs.
- Staff make effective use of training and self-evaluation to promote improvement that supports children's achievements over time.

It is not yet outstanding because

- Staff do not always maximise on what parents know about their child's development when assessing children to support them to make even swifter progress.
- Staff's quality of teaching is not consistently of a very high standard. Therefore, during some adult-led activities, challenge for all children is not based on high expectations so that they excel in their learning.

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 in the playroom and outdoors.
- The inspector spoke with the manager and other staff at appropriate times throughout the inspection. She completed a joint observation with the manager.
- The inspector looked at a selection of children's records and planning documentation.
The inspector checked evidence of the suitability and qualifications of staff working with children and registered individuals associated with the organisation. She discussed the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, parents and carers spoken to on the day.

Inspector

Helen Blackburn

Full report

Information about the setting

Skelmanthorpe Community Pre-School Playgroup was registered in 1993 and is on the Early Years Register. It is situated in the nursery building of Skelmanthorpe First and Nursery School, near Huddersfield. The playgroup is managed by Skelmanthorpe Community Playgroup Committee. The playgroup serves the local and wider area, and is accessible to all children. It has an enclosed area available for outdoor play. The playgroup employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or 3. The playgroup opens Monday to Friday, term time only. Sessions are from 9am until 1pm and children attend for a variety of sessions. There are currently 33 children attending who are in the early years age group. The playgroup receives funding for the provision of 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:

- make the most of initial assessments and the already good partnerships with parents to gather more detailed and comprehensive information about what they know about their children's starting points and learning at home, so that planning for children's individual needs is exceptional from the start to support them to make even swifter progress
- strengthen the already good quality of teaching, by making even better use of adult-led activities, to ensure staff have high expectations for all children, so that they consistently provide experiences that are rich in quality and challenge so children make the best possible progress they can.

Inspection judgements

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

Staff have a secure understanding of how young children learn. This means they support them to make good progress in their learning, and to acquire the skills they need in readiness for school. For example, staff involve children in fun activities that encourage them to talk about size, compare objects and count. This provokes children's interest and development in mathematics. Staff regularly observe children and they use the information from these observations to track their progress. This means they regularly identify children's next steps in learning. They complete a written progress check for children aged between two and three years, which they share with parents. This ensures clear action plans and early intervention is in place to support children who need additional support or help in their learning. However, during some adult-led activities, such

as decorating cakes, the quality of teaching is not consistently of a high standard. For example, when children want to join in the planned activity part way through, staff do not always plan effectively to manage this. As a result, not all children experience the discussions that take place at the start of the activity, such as what happens when you add water to the icing sugar. Therefore, not all adult-led activities promote high expectations and outstanding outcomes so that all children excel in their learning.

Children have good opportunities to make safe and independent choices in their play. The learning environment is welcoming. Staff make good use of the space, indoors and outdoors, to ensure children experience activities and resources across all areas of learning. As a result, children are busy, engaged and motivated learners who are eager to try new things. Children are imaginative and creative learners, for example, they have great fun pretending to be fire fighters. Staff use a self-registration system to encourage older children to look for their name. Younger children enjoy drawing activities, making marks in the paint and other media, such as sand. This supports children to have keen interest in developing their pre-writing and literacy skills. Children enjoy going on outings and staff invite people into the playgroup to share their skills and expertise. This helps children to learn about the roles of different people who live in their community. Staff positively interact with children, which means they ensure they have the confidence to engage in conversations with others. For example, older children eagerly ask questions, and younger children enjoy looking at books and singing fun rhymes to build up their vocabulary.

Staff have good relationships with parents. Key persons ensure parents are aware of their children's learning, through discussion and by sharing their child's progress information on a regular basis. This includes using a Wow wall to share and celebrate children's achievements. When children first start at the playgroup, staff complete an All About Me form, so that they can get to know children. Staff use this information well to plan activities around children's interests. However, the information they gather at this time, is not always comprehensive about children's starting points and skills across all aspects of their learning. Therefore, children's initial assessments are not consistently precise and sharply focused so that staff can plan for children's even swifter progress from the start.

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

Staff have good relationships with children and when they first start at the playgroup, they provide a named key person for them and their parents. During settling-in visits, they spend time getting to know children, finding out from parents information about children's care arrangements and needs. As a result, children build up secure bonds and attachments with familiar adults involved in their care. Therefore, children are happy, they feel safe and settle quickly, because staff support them to be confident in their new surroundings. This provides children with strong sense of belong and emotional security, which promotes their personal, social and emotional development. Staff also involve children in events that are happening in nursery and school, such as concerts. This means children mix and socialise with other children and they become familiar with environments they will experience in their next stage in learning. Therefore, children have the self-assurance and confidence to embrace change, such as starting school or nursery.

Staff deploy themselves effectively around the playgroup. They have established rotas and routines to ensure they are fully aware of their role and responsibilities for the day. Consequently, staff provide a calm learning environment, the session runs smoothly and staff effectively supervise and engage with children. Staff keep children safe. They organise resources at child-height, so that children can access them safely and independently. They implement effective risk assessments and complete regular safety checks, this ensures they put in place good precautions to minimise injury and accidents. Children have a good understanding of how they can keep themselves safe. This is because, staff make good use of child-initiated activities, such as role play, to talk to children about dangers. For example, when children dress up as fire fighters, staff initiate conversations about how the fire service help people in emergencies and about the dangers of fire and keeping safe.

Staff praise children's achievements and this promotes their high self-esteem and confidence. They provide consistent boundaries and clear explanations, so that children learn about right and wrong. As a result, children behave well and they follow simple rules and manage risk, such as knowing the safe way to go up and down the stairs to avoid accidents. Children have good relationships with others. During activities, younger children learn to share and take turns and when engaging in role play, older children play cooperatively with their friends. Staff successfully promote children's health and well-being. They provide a wide range of nutritious snacks and ensure children have access to drinking water at all times. Staff supply good information to parents about what to provide in children's lunch boxes so that everyone works together to implement healthy eating policies. Children have a secure understanding of the importance of adopting effective hygiene routines. For example, through play children initiate conversations about caring for their teeth, and as a result, they engage in detailed discussions about the importance of good self-care and hygiene routines. Children have good opportunities to play outdoors, which means they enjoy the health benefits of playing in the fresh air. Children ride bicycles, balance on beams, kick balls, throw objects at targets and enjoy walks around the local community. These activities promote children's physical development and it encourages them to lead a healthy and active lifestyle.

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

Staff have a secure understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff complete safeguarding training, which means they have a good understanding of their role in dealing with child protection issues. Their awareness of the potential signs of abuse and neglect, and the procedures for reporting concerns means that they effectively protect children from harm. Staff implement a wide range of policies and procedures, and they maintain all required documentation. This effectively contributes to them safeguarding and promoting children's welfare and well-being. Recruitment and vetting arrangements ensure that staff are suitable to work with children. All staff complete a detailed induction programme, and they sign a declaration, which outlines the importance of reporting significant changes that impact on their suitability. This ensures management are able to monitor and assess

staff's ongoing suitability.

Commitment to improve the service and outcomes for children is good. Staff have successfully addressed the recommendations from the last inspection. For example, staff now have regular supervision and appraisal sessions, and managers are using techniques, such as peer observation to monitor their practice. This provides good opportunities for staff to discuss their performance and training needs, and this promotes a well-established programme of professional development. Most staff hold a recognised early years qualification at level 2 or 3 and they continually access training. As a result, they use their knowledge and skills to promote children's learning. For example, through training and reflective practice, staff now provide more opportunities for children to make their own choices in play. This supports children to be active learners, who are eager to explore and investigate. Staff hold regular meetings to discuss and track individual and groups of children. This effectively contributes to monitoring the educational programmes and children's learning. They also use these meetings to share their ideas and reflect on their practice. Therefore, self-evaluation and action planning promotes a secure programme of improvement to support children's achievements over time. Staff welcome comments from parents and children, for example, through questionnaires and discussions. As a result, any changes reflect the views of service users.

Staff have good relationships with parents. Discussions with a selection of parents and children on the day of inspection, established that they are happy with the service. Parents say their children are making good progress in their learning and that they are always engaged in a wide range of activities. They say staff are friendly and that they keep them well informed about their child's learning. Young children say they love to play with the dolls and like dressing up. A detailed policy file, discussions and noticeboards, ensure that parents receive good information about the service and activities children experience. Staff work well with other settings children attend, such as school and nursery. They find out about what children are learning about, so that they can complement this and promote continuity for children. Staff understand the importance of working with external agencies if children need additional support or help in their learning.

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	311308
Local authority	Kirklees
Inspection number	868013
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	33
Name of provider	Skelmanthorpe Community Playgroup Committee
Date of previous inspection	12/01/2009
Telephone number	0774 8692039

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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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