

Hepworth Playgroup and Pre-School



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

Inspection date

9 March 2015

Previous inspection date

19 November 2014

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

Summary of key findings for parents

This provision is good

- Staff accurately assess children's learning and development. Children's individual next steps in learning are clearly identified so that all staff can incorporate them in spontaneous and planned activities.
- Children bond very well with their key person and form secure emotional attachments. Therefore, children are happy and secure.
- The management team and staff have fully addressed the areas identified for improvement at the previous inspection. Their enthusiasm and commitment to raising standards has resulted in rapid improvement in the teaching, learning and management of the provision. Therefore, children make good progress and their needs are effectively met.
- Partnerships with parents are strong. Parents receive good information about the pre-school, so that they are aware of the provision's responsibilities. In addition, parents are effectively involved in their children's learning to promote continuity of care and learning.

It is not yet outstanding because:

- Staff do not always provide opportunities for children to make marks or write in different situations to enable them to understand that print and writing has a purpose and meaning.
- Partnerships with all the other provisions that children attend are not highly effective, because information about children's development is not always consistently shared. Consequently, children's learning is not maximised.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn that print and writing has meaning, for example, by providing writing materials during role play activities
- strengthen partnerships with all the other provisions that children attend so that information about children's development is always consistently shared.

Inspection activities

- The inspector observed activities in the play areas.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector viewed a sample of the children's records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and some policies and procedures.
- The inspector took account of the written views of parents.

Inspector

Helene Terry

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use their good knowledge of the children to provide a mixture of child-initiated and adult-led activities, which interests and challenges the children well. Therefore, children make good progress in readiness for nursery or school. Children's speaking and listening skills are developing well through good-quality interactions with staff. Children have lots of opportunities to be creative. They use the role play areas well, and use their imaginations to recreate first-hand experiences. For example, children pretend to build or mend furniture using the tools. They develop their vocabulary as they learn the names of the different tools and their uses, such as the spirit level. However, children are not encouraged to make marks or write when engaging in make-believe play or when carrying out small tasks, to build on their literacy skills. The staff work well with parents to exchange information about learning to enhance continuity.

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

The staff use gradual settling-in procedures to support children's emotional well-being. Children have time to get to know their key person so that they separate from their parents smoothly. Older children are also effectively supported in their move on to school. Staff are good role models and sensitively teach children how to play cooperatively, share and take turns. This helps children form strong attachments with peers, and to quickly understand how to behave responsibly. Children are encouraged to be very independent in the pre-school. For example, they self-register and help themselves to fruit and milk at snack time. Staff talk with them about the health benefits of fresh fruit and vegetables to increase their understanding of healthy lifestyles. In addition, staff help children understand about how to keep themselves safe. Children have lots of opportunity to exercise outdoors to keep themselves fit and healthy, and enjoy the fresh air.

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

Staff demonstrate a good understanding of safeguarding and child protection issues. They use their knowledge gained from courses that they attend, to effectively protect children. Management ensure all staff are suitably qualified, and are safe to work with children. The recruitment, induction, appraisals and supervision procedures for staff are strong. Staff have good access to training to develop their skills and knowledge, which benefits the children. For example, staff have undertaken training in developing their observations, assessment and planning procedures, which have significantly improved teaching and learning. Overall, the monitoring of the educational programme, and of the pre-school is very good. Self-evaluation clearly identifies the pre-school's strengths and areas for development, which are well targeted. Management oversee children's progress so that gaps in development are closing quickly. Staff have close working relationships with most of the other early years provision that children attend. However, they are not always persistent with those settings more difficult to reach. As a result, information is not always shared. Therefore, not all children's learning is maximised.

Setting details

Unique reference number	311286
Local authority	Kirklees
Inspection number	1000514
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	18
Name of provider	Hepworth Playgroup and Pre-School Committee
Date of previous inspection	19 November 2014
Telephone number	01484 680070

Hepworth Playgroup and Pre-school was registered in 1980. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The deputy manager holds a foundation degree in early years. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3.15pm on Monday to Wednesday and from 9am until 12pm on Thursday and Friday. The pre-school also offers out of school care.

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