

# Owls and Pussycats Playgroup



Woodlesford Methodist Hall, Church Street, Woodlesford, Leeds, LS26 8RD

## Inspection date

9 March 2015

Previous inspection date

6 October 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not effectively track children's progress in order to identify gaps in their learning and establish learning priorities. Therefore, planned activities do not always challenge children sufficiently enough to ensure they make good progress in their learning.
- Managers do not always effectively supervise staff to ensure that children's learning and development is accurately monitored.
- Staff occasionally miss opportunities to enhance and extend children's critical thinking skills.

### It has the following strengths

- Children are happy and self-assured. They build strong trusting relationships with staff, through a well-managed key-person system. Staff are sensitive to children's needs and support them to feel secure and settle quickly.
- Children behave well because staff successfully support them to understand what is expected of them.
- Partnerships with parents are well established. Parents attend 'stay and play' sessions, where they develop positive relationships with staff and learn about the setting's routine. Staff exchange information with parents well to promote consistency in children's care and learning.
- Children are safeguarded well. Staff have a clear understanding of child protection procedures and the premises are safe and secure.

## What the setting needs to do to improve further

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

- ensure that systems to monitor children's progress are implemented, so that staff can target individual children's learning priorities and ensure all children make good progress in their learning and development.

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

- strengthen procedures to supervise staff, so that they develop a better knowledge and understanding of how to monitor children's learning
- enhance opportunities to develop children's critical thinking skills, for example, by asking more questions that challenge children to think before answering.

### Inspection activities

- The inspector observed activities in the indoor and outdoor play areas and talked to the staff and children.
- The inspector looked at a sample of policies, evidence of staff suitability checks and children's development records.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the setting's self-evaluation and improvement plan.
- The inspector considered the views of parents spoken to on the day.

### Inspector

Susie Prince

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff complete observations and identify some suitable next steps in children's learning. However, this information is not always gathered in a timely manner or used effectively enough to monitor individual children's progress. Therefore, learning experiences are not always fully matched to children's needs and gaps in learning are not easily identifiable. However, in general, children are suitably prepared for school because staff focus well on the prime areas of learning. For example, children participate in circle time activities, where they learn to listen, follow instructions and work harmoniously together. Staff successfully engage children in story time sessions, by using appropriate props to stimulate their interest. They support children's language and communication well by speaking clearly and modelling conversation. However, staff occasionally miss opportunities to further challenge children's thinking because some of the questions they ask require single word responses.

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

Children follow their own interests, as they independently access resources from the suitable range available to them. They benefit from regular opportunities to play outdoors, in the fresh air, which supports their sense of well-being and promotes their good health. Children are inquisitive and explore the environment with confidence. Staff effectively promote children's interest and engagement in activities by playfully interacting with them. For example, children develop an interest in rhythm as staff encourage them to copy a beat using metal spoons. Children learn self-help skills, as they are encouraged to put on their own coats. Staff have developed good links with other settings. They successfully exchange information with them, to promote continuity of children's care and learning.

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

Managers do not effectively monitor the delivery of educational programmes because systems are not in place to track children's progress. Therefore, teaching is not always matched to children's needs and abilities to ensure that they make the best possible progress. Staff hold appropriate childcare qualifications and are generally trained and supervised effectively. For example, managers conduct regular appraisals and peer observations, to improve staff's teaching and raise standards in the setting. However, staff are not always supervised sufficiently enough to ensure that they track children's progress, so that all children learn and develop rapidly. Managers welcome support from the local authority advisers, which demonstrates their commitment to sustained improvement. They gather feedback from staff and parents, in order to evaluate practice and drive improvement.

## Setting details

<b>Unique reference number</b>	EY402123
<b>Local authority</b>	Leeds
<b>Inspection number</b>	850410
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Owls and The Pussycats Committee
<b>Date of previous inspection</b>	6 October 2010
<b>Telephone number</b>	0113 2828980

The Owls and Pussycats Playgroup was registered in 2010. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday, term time only. Sessions are, from 9.15am until 12.00. The setting provides funded early education for two- and three- year-old children.

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