

Queensbury Tykes Playgroup

Victoria Hall,, Sandbeds, Queensbury, BRADFORD, West Yorkshire, BD13 1AB



Inspection date

30 April 2015

Previous inspection date

8 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Partnerships with parents and other professionals are very strong. Consequently, continuity of care and learning is effectively promoted.
- The quality of teaching is good. Staff effectively plan stimulating and challenging experiences to support the children's next steps in learning. Consequently, all children make good progress in their learning and development from their starting points, including those who require sensitive intervention and additional support.
- The manager and staff have created an ethos and environment, which highly values and celebrates diversity. This ensures that all children feel included, which has a positive impact on their developmental outcomes. Children who speak English as an additional language are supported exceptionally well.
- All children including those with special educational needs and/or disabilities and those who speak English as an additional language, develop a strong sense of belonging in this very nurturing environment. Consequently, children are confident, motivated and independent learners who enjoy their time at the playgroup.
- Children are safeguarded well. This is because all staff understand and implement the policies and procedures designed to keep children safe and protect them from harm.

It is not yet outstanding because:

- On occasions, staff do not maximise opportunities to promote children's thinking, and explore their creative ideas during painting activities.
- Staff are not yet fully involved in the process of self-evaluation, in order to be entirely aware of the priorities for improving the opportunities for children's learning.

What the setting needs to do to improve further

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

- build on the good quality of teaching to further support children's creative ideas, for example, by ensuring that staff explore and discuss ideas with children, to challenge their thinking to the highest level during painting activities
- extend the good systems for self-evaluation further by implementing a collaborative approach and involving all the staff team, in order to ensure that they fully understand the priorities for further improving the learning opportunities and experiences for children.

Inspection activities

- The inspector observed play and learning activities in the playroom and outdoors.
- The inspector took account of the views of the parents and carers spoken to on the day.
- The inspector spoke with the deputy manager, staff and children throughout the inspection.
- The inspector carried out a meeting with the deputy manager, and looked at a range of documents including planning, observations and assessments of the children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector conducted a joint observation with the deputy manager.

Inspector

Angela Sugden

Inspection findings

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

Staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Effective systems for planning and assessment, results in children having good-quality experiences, which enrich their learning. Children concentrate and persist as they paint intricate patterns on the large easel. However, staff do not always challenge children's thinking, by discussing their paintings. As a result, opportunities to help children develop their creative ideas further are not always maximised. There is an effective balance of adult-led and child-initiated activities. For example, children develop their understanding of living creatures, and are excited to learn about the habitats of snails, and how they hide in dark damp spaces in the garden. Staff promote children's early mathematical skills very well. Children join in with counting the number of snails living under the tyre and explore capacity and volume as staff support them with ideas of how to squeeze bottles, to fill them up with water. During story time children develop their reading skills, as they join in enthusiastically and predict what will happen next in a familiar story.

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

Children's emotional well-being is effectively fostered. This is because key persons establish excellent relationships with parents and children from the outset. Parents speak highly of the staff and praise the inclusive approach they provide. Parents are kept informed about every aspect of their children's care and education. Children's social skills, communication and language skills and physical skills are given high priority, and staff support these areas of development extremely well. This means that children have the skills they need when the time comes to start school. Children enjoy daily fresh air in the garden area, which enhances their well-being. Staff effectively support and promote children's independence. As a result, they pour their own milk, and place their cup and plate in the bowl when they have finished their healthy snack. Younger children learn how to tidy away resources and respond well when staff ask children to carry out this task.

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

Managers understand their role and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage, and implement them well. Safeguarding procedures are clear and all staff know what to do if they have concerns about children in their care. There are good systems in place to check staff suitability and training. Managers ensure staff are knowledgeable and well qualified, which helps to promote the best outcomes for all children. Regular supervision makes certain that staff are fully supported in their practice. Staff seek parents' views during discussions and through questionnaires. Detailed self-evaluation is in place. However, this is not yet a fully collaborative approach, as not all staff are aware of the priorities for improvement. This slightly reduces the opportunities for all staff to work systematically to constantly improve the learning environment and experiences for children to the highest possible level.

Setting details

Unique reference number	301976
Local authority	Bradford
Inspection number	864713
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	26
Name of provider	Queensbury Tykes Playgroup Committee
Date of previous inspection	8 November 2010
Telephone number	07516472674

Queensbury Tykes Playgroup was registered in 1981. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The playgroup opens Monday to Friday, from 9.15am until 12.15pm, and from 12.30pm until 3.30pm on Monday and Tuesday afternoons, term time only.

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