

Town Street Playgroup

The Methodist Centre, Hawthorn Road, Leeds, West Yorkshire, LS7 4PH



Inspection date

8 May 2015

Previous inspection date

19 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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		Outstanding	1
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 provide a wide variety of interesting, first-hand experiences. These engage and motivate children, ignite their natural curiosity and sense of wonder, and help to consolidate their learning.
- Staff promote older, more able children's creative and critical-thinking skills well. They ask open-ended questions and give children time to consider possible solutions and ideas.
- Staff make excellent use of the available space and resources, creating a vibrant, highly stimulating and accessible environment. This supports children's independent learning.
- Children form extremely secure, emotional attachments with staff, due to the highly effective key-person system and excellent partnerships with parents. This ensures inclusion and a consistent, shared approach to children's care and learning.
- Children manage self-care tasks exceptionally well. They are well behaved and highly sociable. As a result, transitions to school are extremely well supported.
- The strong drive for improvement means that strengths and weaknesses are effectively identified. Staff practice is monitored well, and targeted training has a positive impact on the quality of teaching and learning.

It is not yet outstanding because:

- There is scope for staff to enhance their interactions with the younger children, to maximise their learning.
- Staff do not always gather useful information from other providers, to support their assessments of what children know and can do on entry.

What the setting needs to do to improve further

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

- observe and monitor how younger children play more closely, in order to extend and support their learning with greater success
- review the information gathered from other providers, in order to enhance assessments of children's starting points for learning on entry.

Inspection activities

- The inspector observed activities and care routines in the three playrooms, the first-floor hall and the outside learning environment.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector held meetings and conducted a joint observation with the provider.
- The inspector looked at children's records of learning, assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and action plans, and external quality improvement documents.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Rachel Ayo

Inspection findings

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

Staff have a good understanding of how children learn. They offer a wide choice of activities for children to explore and investigate, both indoors and outdoors. This effectively supports children's learning because it facilitates their interests and preferred learning style. Children are intrigued as they observe the life cycle of a butterfly; excitedly talking about the cocoons dangling in the butterfly enclosure. Children enjoy staff's friendly and motivating approach. Older, more able children enthusiastically make butterflies using pegs and bun cases. Staff help them to read and copy words to support their readiness for school. Older, more able boys, work cooperatively to construct a balancing obstacle course with planks, crates and bricks. They skilfully assess and negotiate safe ways to do this. Staff introduce language, such as higher and longer, and encourage children to express their ideas and solve problems. Younger children happily take part in activities. However, at times, staff miss opportunities to extend and support their play, in order to enhance their learning with greater success.

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

Children excitedly enter the playgroup and settle extremely quickly, as a result of very effective settling-in procedures. Comprehensive information is exchanged with parents, enabling staff to tailor children's care precisely to meet their individual needs. Children develop a strong sense of belonging. For example, staff display children's artwork, photographs and drawings of their recent spring walk. This helps children to reflect on their learning. Interesting initiatives, such as the 'Fruit Monster' box, effectively teaches children about healthy lifestyles. This is reinforced with visits from the dentist and extensive physical activity, including yoga sessions. At snack time, children take turns to be special helpers and all children engage in self-service snack. Children are highly encouraged to do things for themselves, such as putting their coats on or fastening zips. Children develop high levels of confidence, motivation and self-esteem, as a result of wonderful praise and encouragement from staff.

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

The provider has a secure knowledge of the Early Years Foundation Stage and leads her staff team well. Staff have a detailed knowledge of child protection issues and closely monitor access to the playgroup, to ensure children remain safe. Children are also closely supervised during the busy arrival and departure periods. There are well-developed systems for evaluating and improving the quality of the provision. Parents are complimentary about the playgroup. Staff keep a close check on children's progress and what they need to do next. They share this with parents, who enjoy contributing to online records of learning. Resource packs encourage home learning and families take part in challenges, such as making egg heads with cress seeds. Staff work well with other providers to support children's learning. However, they do not gather initial information, to help establish what children already know and can do on entry.

Setting details

Unique reference number	EY292611
Local authority	Leeds
Inspection number	977346
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	44
Name of provider	Deborah Margaret Calvert
Date of previous inspection	19 May 2014
Telephone number	07746 171 456

Town Street Playgroup was registered in 2004. The playgroup employs six members of childcare staff. Of these, four staff hold appropriate early years qualifications, one at level 2 and three at level 3. This includes the provider, who is also the manager. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon and from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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