

Central Methodist Playgroup

Mortimer Street, Cleckheaton, West Yorkshire, BD19 5AR



Inspection date

18 May 2015

Previous inspection date

13 July 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

- Teaching is good because all staff understand how to promote children's learning. As a result, children make good progress, taking into consideration their starting points. This also includes those children whose needs or circumstances require particularly sensitive intervention and additional support.
- Staff effectively involve parents in their child's learning. Parents are encouraged to join in activities, such as nature walks and 'chatter events', so that they develop a deeper understanding of how their children learn. This enhances continuity of care and learning for children.
- Staff are thoughtful and considerate towards children. They treat them with respect and kindness. As a result, children demonstrate that they feel safe and secure at the playgroup.
- Staff clearly understand and follow robust safeguarding procedures, including child protection and safety in the playgroup. Consequently, children are protected.
- The manager supports staff to gain qualifications and attend training and workshops. Staff actively implement their knowledge to enhance children's learning experiences.

It is not yet outstanding because:

- Staff do not use all opportunities, such as daily activities and routines, to fully promote children's social and communication skills.
- Children do not always have opportunities to develop their understanding that written print has meaning.

What the setting needs to do to improve further

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

- extend opportunities for children to see more examples of different types of printed words and symbols, to further develop their understanding that these have meaning
- improve opportunities for children to develop their social and communication skills even further, for example, by using snack time to promote more interaction between children and staff, and reinforce good table manners.

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 children's records.
- The inspector saw evidence of the suitability and qualifications of staff, self-evaluation, risk assessment and some policies and procedures.
- The inspector took account of the 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 undertake good quality planning and assessment. They provide activities to engage and build on children's prior knowledge and interests. Therefore, children are motivated to learn and make good progress, in readiness for school. Children have opportunities to develop their understanding of the world. For example, they learn about growth and decay when they plant sunflower seeds. Staff use good questioning skills to encourage children to think about what the seeds need to help them grow. In addition, they learn about life cycles, such as that of a butterfly. Staff are adept at engaging children in stories to develop their early literacy skills. They use props to tell the story of a caterpillar, which particularly engages the younger children. However, opportunities to develop children's understanding that written print, signs and symbols have meaning, are not always maximised.

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

Staff organise play areas well so that resources are accessible. This allows children to make independent choices and follow their interests. Children have secure relationships with staff and show they enjoy their time at the setting. Children with special educational needs and/or disabilities are supported very well. Their key person stays nearby and is ready to provide comforting words and affection should they show signs of frustration. Staff are good role models. They use clear rules and gentle reminders to support children to manage their own behaviour. For example, an egg timer is used to help children share and take turns. However, staff do not always use opportunities, such as snack time, to further promote children's social and communication skills. For example, staff do not always sit with children to help them understand mealtimes are enjoyable social occasions, where they hold conversations and do things in a certain way. Staff promote children's understanding of a healthy lifestyle effectively. They provide a varied range of nutritious snacks and daily opportunities to play energetically outdoors in the fresh air. This keeps children fit and healthy. Staff also talk to children about personal safety, taking risks and the safety of others throughout the activities. Consequently, children learn how to keep themselves safe.

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

There are good procedures in place to protect children from harm. For example, first-aid training for all staff is kept current, and the premises are safe and secure. Staff know what to do should they be concerned about the welfare of a child in their care. The manager is committed to driving forward improvements to ensure children's ongoing good progress. The manager's thorough monitoring of children's progress means that any gaps in children's learning are quickly identified and interventions are put in place. Parents, children and staff are involved in the evaluation of the playgroup, therefore, the capacity to continue to improve is good. Staff work well with other childcare providers, to promote children's continued care and learning very well.

Setting details

Unique reference number	311383
Local authority	Kirklees
Inspection number	864992
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	27
Number of children on roll	36
Name of provider	Central Methodist Playgroup (Kirklees) Committee
Date of previous inspection	13 July 2010
Telephone number	07415941131

Central Methodist Playgroup was registered in 1993. The playgroup employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The playgroup opens from Monday to Thursday during term time only. Sessions are from 9.30am until 1.15pm.

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