

Boothroyd Playgroup

SureStart/Boothroyd 0-5 Unit, Temple Road, Dewsbury, West Yorkshire, WF13 3QE



Inspection date

3 June 2015

Previous inspection date

17 May 2011

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

- Staff use good quality teaching and provide rich and varied learning opportunities for children indoors and outside. Staff focus children on activities by introducing props, songs and rhymes to stimulate children's language and strengthen their learning.
- Staff complete detailed observations, which are reflected in the in-depth planning and meet the individual needs of every child. As a result, children make good progress in their learning and development from their starting point.
- The successful implementation of the key-person system enhances the relationship with children and their families. Children gain a lot of confidence and develop secure trusting relationships with their key person and other staff.
- There are strong partnerships with parents and others who are involved in the care and learning of the children, which ensures that all children receive relevant support.
- Children who speak English as an additional language are fully supported to gain a good understanding of the English language. Staff speak to them in English, repeat the sentence in the children's home language and then repeat it in English again.
- Staff have a good knowledge of the safeguarding procedures and understand their roles and responsibilities for child protection. Consequently, children are kept safe.
- The manager monitors the staff well. This ensures the quality of staff observations, assessments and their teaching are at a consistently high level.

It is not yet outstanding because:

- Occasionally, staff do not always consider the younger children sitting for too long during adult-led activities. This means activities are sometimes disrupted and more-able or older children are not always challenged further in their learning.
- At times, staff do not consistently help the youngest children to learn the consequences of their actions or appreciate the effect that their behaviour has on others.

What the setting needs to do to improve further

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

- enhance adult-led activities by taking into account the age and stage of the children, enabling the youngest of children to be consistently supported to participate or follow their interest, in order to enrich all children's learning and development even further
- develop further staff's awareness and understanding of effective ways to manage younger children's behaviour taking into account children's age and stage of development.

Inspection activities

- The inspector observed activities in the main room as well as the outdoor play area. She also spoke to the children and staff members during the inspection.
- The inspector viewed a range of documents, including children's records and files containing observations, planning and tracking of children's progress.
- The inspector looked at evidence of the suitability and qualifications of staff working at the playgroup. She also looked at the playgroup's self-evaluation and a selection of policies and risk assessments.
- The inspector held meetings with the manager and carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Caroline Stott

Inspection findings

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

Staff provide a good range of activities to promote children's learning and development. They follow children's individual next steps of learning to plan a balance of adult-led and child-initiated activities. Staff are skilful and encourage children to listen. They use props to support children's memory and anticipate key events. For example, staff promote children's awareness of road safety by using small play figures and play cars. This helps children to think and understand actions. However, sometimes the youngest of children get distracted because the adult-led activities run too long for them. This means they do not fully participate in the activity to the end, and therefore, the purpose of the adult-led activity is lost. Consequently, some of the older or more-able children are not always challenged further in their learning. Children who speak English as an additional language are supported well and make good progress in their learning. Key persons observe children regularly and parents are encouraged to contribute to their children's learning on next steps sheets. This helps the key person assess children's development further and supports a positive relationship with parents. This means children effectively develop the key skills they need for the next steps in their learning and school.

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

Children are settled and confident in the playgroup. They arrive happily and immediately engage in their play and choice of activity. This demonstrates that they have a strong sense of belonging and feel safe and secure. Staff supervise children well, while enabling them to explore and manage risks. For example, children eagerly move across the outdoor apparatus, demonstrating their control and coordination in their physical abilities. Some staff miss opportunities in managing the younger children's behaviour, such as explaining clear and consistent boundaries. This means sometimes some younger children get frustrated and do not fully cooperate with a routine. Children are encouraged to self-register and use emotion stickers to show how they are feeling. Staff use these activities to support children's independence and help them develop a positive sense of themselves. The playgroup share facilities with the host school, which means that children are already familiar with this school environment. Consequently, children move on to school well and are emotionally prepared for the move.

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

The qualified staff have a good knowledge and understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Annual appraisals and regular supervisions with all staff are completed. They are actively encouraged to attend training courses to further enhance their practice and knowledge. Partnerships with external agencies are established. This enables appropriate interventions to be sought for children with special educational needs and/or disabilities. The staff and committee members have completed a detailed self-evaluation and the recommendation following the last inspection has been successfully addressed, which shows a good capacity to improve further.

Setting details

Unique reference number	500880
Local authority	Kirklees
Inspection number	869104
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	49
Name of provider	Boothroyd Playgroup Committee
Date of previous inspection	17 May 2011
Telephone number	01924 454040

Boothroyd Playgroup was registered in 2001. The playgroup is located on the premises of Boothroyd Academy. It employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2, 3 and 4. The playgroup opens from Monday to Friday term time only. Sessions are from 8.45am to 11.45am and from 12.15pm to 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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