

All Saints Playgroup

The Function Room, Spring Hall Mansion, Halifax, West Yorkshire, HX3 0AQ



Inspection date

24 June 2015

Previous inspection date

6 February 2012

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

- Children are happy, settled and emotionally secure in the welcoming and child-friendly surroundings. Children are well behaved, get on well and enjoy each other's company. As a result, they form close bonds with the kind, attentive and enthusiastic staff.
- Excellent relationships are built with parents and the local community. Parents are very positive about the playgroup. They appreciate and value the information and support they receive in helping their children to learn.
- Teaching is good. Staff provide a varied range of stimulating activities for children, which helps them to make good progress in their learning.
- Children are emotionally ready for their move on to school and staff support them during this change very well. Teachers visit children at playgroup to meet them and look at their learning journey records. This means that teachers can prepare well for children's future learning.
- Staff have a good knowledge of the safeguarding procedures. They know what they must do if they have a concern about a child in their care or the practice of a colleague. Consequently, children are safeguarded well at the playgroup.

It is not yet outstanding because:

- The monitoring of progress does not fully take account of all the different groups of children who attend.
- There are fewer opportunities for children to see positive images of race, gender, disability or religion within the playgroup to develop their understanding and acceptance of differences within the community.
- Staff do not fully exploit young children's particular interests to develop their concentration and learning.

What the setting needs to do to improve further

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

- extend the systems for monitoring children's progress to provide more detailed information about the progress of all groups of children, such as boys and girls, in order to identify and support any gaps in learning
- provide children with more opportunities to see positive images of a wider world, and to build and enhance their understanding of diversity
- plan more opportunities to build on young children's particular interests, for example, in transporting objects, filling and emptying containers and lining things up, to promote their learning further.

Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector viewed a sample of the children's records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessments and some policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Kate Banfield

Inspection findings

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

Children benefit from good quality educational experiences that effectively promote their development and motivate them to learn. Staff teach children to use scissors safely and correctly as they make fire engines. Older children are interested in written words and confidently recognise letters. They identify the letters and sounds that their own name begins with and those of staff. Children develop good physical skills and an awareness of position and space. They steer wheeled toys competently and skilfully avoid obstacles to expertly bring their vehicles to a sudden stop. Staff extend children's thinking and use effective questions that encourage them to think and share their ideas. Children concentrate as they place sorting resources in lines, match the colours and place them in sequence. However, there are not always enough resources, which can be used in a variety of ways, available for younger children, which limits opportunities for them to pursue their particular interest in transporting, filling, emptying and lining things up. Staff make accurate assessments of children's learning and development. They use these to plan the next steps in children's learning.

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

Staff care for children very well. They liaise with parents to find out about children's needs and preferences. Staff make sure that settling-in arrangements are not rushed. They are deployed effectively. This keeps children safe and secure. Staff give children precise praise for their efforts. For example, they describe how well children use scissors and how well they pedal their bicycle, which promotes their self-esteem. Children are successfully learning about self-care and personal hygiene through consistent routines, which staff support. They become independent as they learn how to pour their own drinks at snack time. Staff help children to develop a good knowledge and understanding of the world. For example, they encourage children to learn about people in the community and talk about people who help us, such as fire fighters. However, they provide fewer opportunities and resources to further develop children's knowledge of diversity and to learn about the differences between themselves and others during their everyday play.

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

The manager understands her responsibility in meeting the requirements of the Early Years Foundation Stage. She knows to notify Ofsted of any changes to members of the management committee. Staff are well qualified and experienced. The manager is committed to improve practice through regular one-to-one meetings, observations of staff practice and regular training. This means that children are very well supported in their learning and development. The manager and staff team evaluate the provision at regular meetings and monitor individual children's progress closely. They share this information with parents and other professionals, where necessary, to promote children's learning further. However, the tracking of certain groups of children is not as well developed, to monitor if all groups of children make equal progress and address any gaps in learning.

Setting details

Unique reference number	EY431306
Local authority	Calderdale
Inspection number	874564
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	38
Name of provider	All Saints Playgroup (Halifax) Committee
Date of previous inspection	6 February 2012
Telephone number	07772 933 851

All Saints Playgroup was registered in 2011. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday, term time only. Sessions are from 9.30am until 2.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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