

Sowood Pre-School Playgroup and Toddlers

Sowood Community Centre, Stainland Road, Sowood, Halifax, West Yorkshire, HX4 9HY



Inspection date

22 September 2015

Previous inspection date

4 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's emotional well-being is exceptionally well supported because each key person provides excellent opportunities for them to flourish. There are extremely positive relationships between staff, parents and children.
- Children independently make choices from a wide range of stimulating and exciting play equipment. They move freely between the indoor and outside environments and have very good self-help skills. This supports their all-round learning and development.
- Staff have high expectations of children. Young children learn to manage their behaviour and to take turns by following the positive example set by staff.
- The well-qualified staff work together as a cohesive team. They make good use of self-evaluation and ongoing training to build upon their good practice and ensure that children continue to benefit from improvements made at the setting.
- Children are helped to appreciate the beliefs of others as they take part in activities to mark cultural celebrations. These shared celebrations help all children feel valued.

It is not yet outstanding because:

- Occasionally, staff are too quick to offer children an answer and do not allow them enough time to think and come to their own conclusion.
- Some staff do not consistently use the effective methods for observing and assessing children to plan targeted and challenging activities to elevate their progress to an outstanding level.

What the setting needs to do to improve further

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

- enhance children's opportunities to think through their answers by ensuring all staff give them the time they need to respond to questions
- strengthen the observation, assessment and planning processes to ensure that all staff use these consistently to sharply focus on raising all children's attainment to the highest level.

Inspection activities

- The inspector observed activities in the indoor and outside learning environments.
- The inspector held meetings with the manager and spoke to staff and children when appropriate during the inspection.
- The inspector conducted a joint observation with the setting manager.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, accident and medication records.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Practice is strong because all staff attend relevant training and understand the role they play in ensuring that all children are kept safe from harm. Practice is effectively underpinned with relevant policies and procedures. The manager regularly monitors the educational programmes and checks the accuracy of children's ongoing assessments, specifically for two-year-olds. Recommendations from the last inspection have been met fully and programmes for future improvement have been implemented. Staff recruitment processes are robust. An effective induction and staff supervision programme ensures that they are clear about their responsibilities and receive regular training. They work harmoniously as a team, which creates a safe and pleasant place for children. Parents are warmly welcomed and provided with a wide range of information. Regular meetings, play sessions and updates are provided to support parents with their child's learning. Strong links are established with local schools and external agencies to ensure individual children's needs are met.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff plan the environment with a good range of activities across all areas of learning. Experienced, knowledgeable staff skilfully support children. They emphasise development of personal, social and emotional skills and encourage children to gain useful independent skills for their eventual move to school. Staff promote children's speech and language development well. They ask children high-quality questions. However, at times, staff do not make the most of the opportunities to challenge children as they provide them with answers a little too quickly. Consequently, children do not always think for themselves. Staff are fully aware of what each child needs to tackle next to make progress, so they develop in line with expectations for their ages. Staff undertake thorough progress checks for all children, so they know of any gaps in learning and address these. However, there are inconsistencies in the quality of observations and planning, which means children do not always make the very best progress.

Personal development, behaviour and welfare are good

The key-person system is highly effective in securing strong bonds with children and their families. Children are confident and self-assured and they express themselves freely. Care practices are implemented well and promote children's well-being. Staff teach children about good hygiene routines and of the importance of eating healthy foods. Children enjoy the benefits of fresh air and exercise as they participate in daily outdoor activities in the extremely well-resourced outdoor area. This promotes their physical development well.

Outcomes for children are good

All children are making good progress given their starting points in learning. Staff know their key children well and effectively prepare them for the next stage in their development, including starting school. Children are well motivated, interested and display high levels of confidence.

Setting details

Unique reference number	303810
Local authority	Calderdale
Inspection number	871730
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	35
Name of provider	Sowood Pre-School Playgroup and Toddlers Committee
Date of previous inspection	4 February 2011
Telephone number	01422 374367

Sowood Pre-School Playgroup and Toddlers was registered in 1973. The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, term time. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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