

# White Lee Playgroup

Leeside J, I and N School, Leeds Old Road, Heckmondwike, West Yorkshire, WF16 9BB



<b>Inspection date</b>	25 September 2015
Previous inspection date	22 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager and her deputy have a clear understanding of the statutory requirements and a clear vision for making even further improvement. They set a good example to the rest of their staff team.
- Children are well behaved and keen to learn. Staff help children to grow quickly in confidence and independence. Staff work closely with parents to help children make a smooth start in the playgroup.
- Staff encourage children to look, listen, find out and share their ideas. They accurately assess children's progress. They use the information well to build on children's learning.
- Children make good progress from their starting points. Staff promptly identify children who may need additional help. They provide the support they need to achieve well.

### It is not yet outstanding because:

- Professional development does not focus enough on raising the quality of teaching and increasing the potential for children to make rapid progress in their learning.
- Staff do not always give children the support they need to build on their already good vocabulary.

## What the setting needs to do to improve further

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

- improve professional development in order to raise the quality of teaching to increase the potential for children to make better than good progress from their starting points
- ensure staff give children the support they need to extend their vocabulary.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and key persons.
- The inspector looked at relevant documentation, such as self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and her staff team are well organised and vigilant. They provide a caring environment for children to learn safely. The playgroup makes good use of staff's individual skills and knowledge. For example, they provide well-planned support for disabled children and those with special educational needs. Staff are encouraged to build on their qualifications. They make good use of training and have developed effective systems to track the good progress of different groups of children. However, systems to precisely identify and promote the quality of teaching to ensure children make better than good progress are not yet fully established.

### Quality of teaching, learning and assessment is good

Staff know children's skills and abilities well. They accurately assess the progress children make in different areas of their learning. They use the information well to plan activities which challenge and excite them. For example, the children search for conkers outdoors, investigate them with magnifying glasses and sort them by size and shape. Children's early communication and number skills are taught well. Staff help children to listen carefully and to enjoy stories and rhymes. They provide a wide range of attractive resources which help children to develop their ability to control their hand and body movements. Staff help children to count and order numbers accurately. However, staff do not always help children to build well on the good vocabulary that they already have.

### Personal development, behaviour and welfare are good

Staff help children to be confident and happy learners. They are sensitive to children's individual needs. They help them overcome any difficulties in their development or learning. Staff show respect and consideration to children which supports their confidence and self-esteem. Children behave well and have developed positive relationships with staff. They learn to share toys together and take turns. For example, they wait for others to pass them safely on their wheeled vehicles. They enjoy physical activity and take pleasure in being outdoors in the small woodland area. Staff encourage children to try hard and to concentrate carefully, for example, when they are threading beads. Children take increasing responsibility for themselves. For example, they match their picture to their name when they arrive. They make sure the right number of children take part in an activity, such as water play.

### Outcomes for children are good

Children of all abilities make good progress from their starting points. Staff establish good relationships with parents. They share useful information regarding children's skills and abilities. By time they leave the setting, children are working at expected levels for their age whatever their starting point. They are well prepared for starting school. Any gaps in children's learning are quickly identified and staff work to close them. Staff make good use of links with education specialists, such as speech therapists. They help disabled children and those with special educational needs make good progress.

## Setting details

<b>Unique reference number</b>	311339
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	864989
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	34
<b>Number of children on roll</b>	34
<b>Name of provider</b>	White Lee Playgroup Committee
<b>Date of previous inspection</b>	22 June 2010
<b>Telephone number</b>	01924 420669

White Lee Playgroup was registered in 1995. The playgroup employs seven members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 3 and two members of staff hold level 4 qualifications. The playgroup opens from Monday to Friday during term time only. Sessions are from 8am until 3.30pm. The playgroup provides funded early education places for two-, three- and four-year-old children. The playgroup supports disabled children and those with special educational needs, and children with English as an additional language.

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