

Salvation Army Playgroup

The Salvation Army, Barracks Street, Heckmondwike, WF16 0EJ



Inspection date

6 November 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The system for self-evaluation is not established well enough to clearly identify all aspects of the provision that need improvement. The manager has not yet gained the views of all those involved in the pre-school to help her identify weaknesses.
- Parents are not supported well enough to share information about their children's achievements or to help guide their children's learning at home.
- Management procedures to monitor and support staff are not yet sharply focused enough on raising the quality of teaching. Teaching is not consistently good. Some staff do not promote children's communication and language skills well enough to ensure they make consistently good progress.
- Staff do not always plan group activities well enough to make sure that younger children are fully interested and engaged.

It has the following strengths

- The newly appointed manager is committed to the development of the setting. She has the knowledge and experience to lead teaching practice and drive improvement.
- Children play in a well-resourced environment that supports their all-round development. They benefit from an appealing outdoor classroom that inspires learning.
- Staff adapt their practice well for disabled children and those with special educational needs. The member of staff allocated to care for these children regularly meets with other professionals who are involved in their care.
- Parents speak highly of the manager and staff. They value the contribution they make to their children's care and learning.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

- | | |
|--|------------|
| ■ improve the quality of teaching and make sure that children are consistently challenged to make good progress in their communication and language development. | 18/12/2015 |
|--|------------|

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

- develop a robust self-evaluation process that includes the views of parents, staff and children, accurately identify and address weaknesses, and raise the overall quality of the provision to a consistently good standard
- support parents more effectively to share what they know about their children's achievements and to help guide their children's learning at home
- continue to develop performance management procedures that focus more precisely on improving teaching practice
- support younger children more effectively to be fully engaged and involved in group activities.

Inspection activities

- The inspector held discussions with the manager and spoke at appropriate times to staff throughout the session.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector examined a sample of children's records, the policies and other documents.

Inspector

Eleanor Thompson

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The management and staff have a secure understanding of safeguarding and child protection issues and are aware of the procedures to follow if they have a concern. Staff regularly update their training in early years and safeguarding. The new manager has accurately identified several priorities for improvement. She is proactive in her approach and this is starting to have a positive impact on the overall quality of the pre-school. However, there is not yet a strong enough system in place for self-evaluation and the manager does not yet seek the views of parents and children to help drive improvement. The manager is beginning to monitor and evaluate staff's practice. However, arrangements to support their professional development are not yet sufficiently focused on improving teaching practice. As a result, the quality of teaching is variable.

Quality of teaching, learning and assessment requires improvement

Parents contribute to initial assessments of children's development and learning. This helps the staff to identify children's levels of development from the start. However, staff do not support parents enough to share information about what their children are learning at home or to help them guide their children's learning. Staff engage well in children's play, getting down to children's level to play alongside them. However, planned activities do not always support children's learning effectively. Younger children are not always fully involved in group activities because staff do not organise these well enough to interest or engage them. The pre-school staff know children well and support them to make steady progress in their learning and development. Staff observe, monitor and assess children's development regularly. They use this information alongside children's interests to plan for the next steps in their learning. Staff do not support children's communication and language skills effectively. They do not use effective teaching strategies or plan activities well enough to make sure children achieve good progress.

Personal development, behaviour and welfare require improvement

Children have access to a wide range of play activities and experiences. The resources are well organised to enable children to make independent choices about their play. Children have daily opportunities for fresh air and exercise. They enjoy a good range of healthy snacks, and role play in a fruit and vegetable shop. Staff use these activities to help children learn about healthy lifestyles. All staff have attended first-aid training. This helps them to keep children safe. Staff manage children's behaviour appropriately. They gently help children to learn to play cooperatively with others. However, inconsistencies in teaching practice mean that children are not yet making consistently good progress.

Outcomes for children require improvement

The manager uses additional funding to support and improve outcomes for individual children. Disabled children and those with special educational needs are very well cared for. However, teaching is not good enough to ensure that all children consistently make good progress in their learning.

Setting details

Unique reference number	EY487001
Local authority	Kirklees
Inspection number	1012720
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	35
Number of children on roll	38
Name of provider	Salvation Army Trustee Company (The)
Date of previous inspection	Not applicable
Telephone number	019244 08 714

Salvation Army Playgroup was registered in 2015. There are seven members of staff. Of these, six staff members hold relevant qualifications at level 3 and the manager has Qualified Teacher Status. The pre-school opens Monday and Thursday from, 9.15am to 12.15pm, and Tuesday, Wednesday and Friday from 9.15am to 1.15pm term time only. It provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs and children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

