

Owls and Pussycats Playgroup



Woodlesford Methodist Hall, Church Street, Woodlesford, Leeds, LS26 8RD

Inspection date	17 November 2015
Previous inspection date	9 March 2015

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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 staff are enthusiastic and dedicated to their roles. They have a good understanding of the statutory requirements, but welcome additional support from other professionals to ensure these are well met.
- Staff's knowledge of what children know and can do is accurate. This means they plan interesting and challenging activities to support children's learning. Children are eager and readily engage in the activities and opportunities available to them.
- The quality of teaching is consistently good. Staff are playful with the children and join in with their activities. This helps to motivate children, who thoroughly enjoy their learning experiences and make good progress in their development.
- Staff act as good role models and are consistent in managing children's behaviour. Children learn how to keep themselves safe and to value and respect others.
- Staff effectively monitor children's progress in order to identify any gaps in their development and quickly implement extra support where needed.

It is not yet outstanding because:

- Children's interest in books is not fully promoted during self-chosen play sessions, to further contribute to their early reading skills and enjoyment of books and stories.
- The manager and staff team do not, as yet, frequently seek the views of parents when evaluating the service they provide, in order to help them fully identify strengths and weaknesses.

What the setting needs to do to improve further

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

- improve the position and set up of the book area to further stimulate children's interest and enjoyment of books and stories and support their early reading skills
- increase opportunities for parents to contribute to the evaluation of the playgroup provision.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector talked to the staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and talked to the chair of the committee. She looked at relevant documentation, such as the playgroup's focused improvement plan and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Lindsay Dobson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the signs and symptoms of abuse and how to report their concerns. There are effective systems in place for the supervision and monitoring of staff performance. All staff hold recognised childcare qualifications, and further training opportunities are quickly identified to ensure staff's knowledge is regularly updated. This helps children benefit from consistently good quality of teaching and positively impacts on their learning. Since the last inspection, the manager and staff have worked hard to make improvements. There is now detailed monitoring of all children's development, which enables staff to close gaps quickly by offering tailored support. The health and safety of children and staff are given high priority as regular, thorough checks of the playgroup are completed. Good relationships are built with other professionals, including teachers at the local schools. This further supports children who require additional intervention, and promotes their learning and development.

Quality of teaching, learning and assessment is good

Staff provide children with a broad range of activities that meet their individual needs. They set up a stimulating environment with plenty of good quality resources. Children readily make decisions about their play. For example, they investigate the play dough. Children mould, shape and roll the dough using a wide variety of tools. Other children test out their design skills as they build with large pipes and associated connectors. With the support of staff, they experiment with sound and vibration as they shout and make sounds into the pipes. Staff regularly observe children as they play and use assessment well to plan effectively for their next steps in learning. Staff have effective partnerships with parents and regularly share information about children's learning, encouraging parents to support their learning at home. Children develop a positive awareness of similarities and differences and are supported to be actively involved in local community activities.

Personal development, behaviour and welfare are good

Children are warmly welcomed by staff, supporting their emotional well-being. They develop confidence as they move around, choosing what they would like to do. Children are familiar with daily routines, such as snack time, and follow instructions carefully. Children are encouraged in their independence as they manage their own personal hygiene, and more-able children pour their own drinks. Children's physical well-being is supported as they run, use wheeled toys and the slide in the outdoor area. Children are encouraged to share and take turns as they play alongside each other, and staff ensure they are given ample resources and choice.

Outcomes for children are good

Children's development in their communication and social skills is supported well. Effective monitoring of children's progress highlighted these as areas where some children needed additional support, and staff swiftly acted on this. This means that gaps in learning are closed and all children make good progress from their starting points. Children are well prepared for the move on to nursery and school.

Setting details

Unique reference number	EY402123
Local authority	Leeds
Inspection number	1009289
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	25
Number of children on roll	45
Name of provider	Owls and The Pussycats Committee
Date of previous inspection	9 March 2015
Telephone number	0113 2828980

Owls and Pussycats Playgroup was registered in 2010. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The setting opens Monday to Friday during term time only. Sessions are from 9am until 12pm. The playgroup provides funded early education for two- and three-year-old children.

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