

# Oakworth Playgroup

Oakworth Methodist Church, Lidget, Oakworth, Keighley, West Yorkshire, BD22 7HN



## Inspection date

14 July 2016

Previous inspection date

8 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
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:

- Some documentation is not maintained as required.
- There are inconsistent arrangements for the induction and supervision of staff, with specific reference to unqualified shorter term support staff. This impacts on the consistency of the quality of teaching.
- Staff do not work in partnership with other providers where there is shared care.
- Some progress has been made since the last inspection. However, self-reflection is not yet effective enough and observations of staff practice lack focus.

### It has the following strengths

- Staff's enthusiasm enhances children's enjoyment. Children are keen and sociable learners who make suitable, although not yet good, progress in their learning. Children who have special educational needs or disability are supported exceptionally well, ensuring inclusion. This includes extremely effective partnership working with other professionals.
- Children have free access to outdoors. This helps to foster their preferred learning style and interests and increases their confidence.
- Children settle quickly on arrival and are happy and confident and families receive a warm welcome. Staff build caring relationships with children, helping them feel secure. Children's independence and self-care skills are supported well.
- Staff effectively promote children's physical well-being and safety.
- There is a strong emphasis on supporting children's early speech and language. For example, staff use targeted group work and different communication models.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that a record is maintained of the name, home address and telephone number of the provider and of the identity checks that have been carried out on staff</li> </ul>	28/07/2016
<ul style="list-style-type: none"> <li>■ ensure that all staff are subject to a thorough induction and regular supervision so they are fully clear about their roles and responsibilities with regards to teaching and learning.</li> </ul>	28/07/2016
<ul style="list-style-type: none"> <li>■ establish partnership working with other settings children attend to ensure there is a regular two-way flow of information between providers which promotes continuity in children's care and learning.</li> </ul>	28/07/2016

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

- provide more focused monitoring of staff practice so that teaching and learning can be improved to the highest level
- improve self-evaluation and identify and address key weaknesses as a priority, sustain improvement and continue to target further areas for future development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as self-evaluation and support documents from the local authority, children's records of learning, planning 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**  
Rachel Ayo

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The details of committee members and identity checks that have been carried out on staff are not recorded. This is a requirement. Most staff are subject to induction and termly supervisions, however, this is inconsistent. It means that some staff are not fully aware of and supported in their roles and responsibilities related to teaching and learning. The manager informally observes long term staff, although improvements in teaching are not yet precisely targeted. Staff have worked closely with their local authority to, generally, drive the pre-school forward and address weaknesses raised previously. They are continuing to develop their own evaluation systems. However, these do not yet identify areas for development. The arrangements for safeguarding are effective. New staff undergo vetting procedures to ensure children are protected. The premises are safe and secure and staff are fully aware of child protection issues.

### **Quality of teaching, learning and assessment requires improvement**

Children do not yet make the best progress. The lack of consistent induction and supervision of staff means the quality of teaching is variable. Staff continue to embed the new systems for observation, assessment and planning, improved since the last inspection. Children's interests and their individual next steps for learning now inform planning more successfully. Staff's qualifications contribute to some aspects of their positive interactions. Children enjoy their time at playgroup. Children who have special educational needs or disability have a designated staff member to work one to one with them. Children see and recognise words and engage in counting and simple calculation while playing skittles. They enjoy experimenting with different media.

### **Personal development, behaviour and welfare require improvement**

Staff do not fully foster children's emotional well-being because where there is shared care they do not exchange information with the other settings children attend. They only establish links with other providers when children are leaving to attend nursery or school. Children enjoy finding their name to self-register on arrival. Staff know the children well because there is close consultation with parents during the settling-in period. Subsequently, there is suitable information sharing with parents. Children choose when they want their healthy snack by posting their name in the snack box. They readily wash their hands before helping to chop up fruit and pour their drink. They enjoy tasks as they help tidy away afterwards. Staff act as good role models, helping children to develop essential social skills and a respect for one another.

### **Outcomes for children require improvement**

Children do not make the best possible progress. Although, achievement gaps are beginning to narrow where children are identified as working below expected levels of development. Children have a positive approach to learning. They build early friendships and enjoy sharing experiences. They are developing skills that prepare them for future learning. For example, they work collaboratively, share and take turns and are independent learners.

## Setting details

<b>Unique reference number</b>	301972
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1039955
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Oakworth Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP523127
<b>Date of previous inspection</b>	8 February 2016
<b>Telephone number</b>	07748 425182

Oakworth Playgroup was registered in 1985. The playgroup employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2. The playgroup opens from Monday to Friday during term time, with the exception of Tuesday. Sessions are from 9am to midday. The playgroup provides funded early education for three- and four-year-old children and supports children who have special educational needs or disability.

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