

Marsden Pre-School Playgroup

Lakeside, Marsden, Huddersfield, West Yorkshire, HD7 6AE



Inspection date

17 January 2017

Previous inspection date

18 December 2013

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

- The committee and managers are ambitious and show a very strong drive towards improving the quality of the provision. Self-evaluation is rigorous and takes into account the views of staff, children and parents.
- Partnerships with other early years providers that children attend are very good. Information about children's development is shared on a regular basis to promote continuity of care and learning.
- Staff provide a broad range of interesting activities and resources. This contributes towards children making their own choices in play and helps them to make good progress in their learning.
- The well organised key-person system supports young children to form secure attachments and promotes their care and well-being. All aspects of children's personal, social and emotional development are warmly supported.
- Children behave very well. They know what is expected of them and respond well to the consistent boundaries set. Staff act as good role models. They are friendly, caring and responsive to children's individual needs.

It is not yet outstanding because:

- Opportunities for staff's development is not yet focused sharply enough on enhancing the staff's individual teaching skills to a higher level.
- Staff do not always obtain sufficient information from parents about all areas of their child's prior learning. This means they do not have a fully detailed overview from which to plan each child's learning when they first start.

What the setting needs to do to improve further

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

- strengthen the support given to staff to help raise the quality of their teaching further and increase the potential for all children to make better than good progress in their learning
- obtain more detailed information from parents about what their children already know and can do when they first join the pre-school.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the acting manager.
- The inspector held a meeting with the acting manager. She looked at relevant documentation and evidence of the suitability of adults in the pre-school.
- The inspector spoke to a parent during the inspection and took account of their views.

Inspector

Helene Terry

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff place a high priority on keeping children safe. Risk assessments of the premises are constantly reviewed. Staff are vigilant when supervising children, both indoors and outside. Management and staff understand the correct safeguarding procedures to follow should they have concerns about a child's welfare. Thorough recruitment procedures ensure that staff are suitable to work with children. Staff have regular and targeted supervision meetings. Observations of their practice enable staff to continually reflect on their practice. Staff have good access to core training, such as safeguarding and first aid. Consequently, children are protected well.

Quality of teaching, learning and assessment is good

Staff know the children well. They interact effectively with children and observe them as they play alongside each other. Staff complete regular and accurate assessments of children's achievements. They use this information to plan rich activities to promote children's ongoing learning. Children engage well in the activities staff provide for them and show enthusiasm to learn. The playroom is organised very well to promote independent learning. Children move between activities at their own pace. Staff know when to engage with children or leave them to make their own discoveries and process their learning. The manager monitors children's progress well and strategies are put in place to ensure that all children are achieving.

Personal development, behaviour and welfare are good

Children develop good independence skills at the pre-school. Three-year-old children pour their own drinks and help themselves to healthy snacks. They are also encouraged to put on their own coats and shoes before going outdoors to play. Two-year-old children are given space and time to have a go and are supported by the caring staff. Children are gradually settled into the pre-school with their parents to help a smooth move from home. Those children who find it hard to settle are given lots of cuddles and one-to-one time with staff. Warm and caring relationships are evident. Children learn about the importance of a healthy lifestyle through the activities and routines. They are encouraged to play outdoors with the well-planned activities, to enrich their learning and develop their physical skills.

Outcomes for children are good

Children develop the skills that they need in preparation for their move on to nursery or school. They develop good concentration skills as they sit and listen to stories. Children develop their language skills when they retell their favourite stories and learn to sequence events. They have fun as they role play outdoors and develop their counting skills when they count coins in a bag. Children are inquisitive and explore what happens when they press buttons on electronic equipment or shake and tap musical instruments. They develop their small-muscle skills when they observe the marks that they make as they paint at the easel or use tools to manipulate dough.

Setting details

Unique reference number	311293
Local authority	Kirklees
Inspection number	1063998
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	28
Number of children on roll	47
Name of registered person	Marsden Pre School Playgroup and Toddlers Committee
Registered person unique reference number	RP910823
Date of previous inspection	18 December 2013
Telephone number	01484 845782

Marsden Pre-School Playgroup was registered in 1966. The pre-school employs three members of childcare staff. Of these, the acting manager holds qualified teacher status and the other staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 11.30am each week day and from 12.45pm until 3.30pm on Monday, Wednesday, Thursday and Friday. The pre-school operates a lunch club each week day from 11.30am to 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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