

Pentland Playgroup

Pentland Road, Savile Town, Dewsbury, West Yorkshire, WF12 9JR



Inspection date

5 May 2017

Previous inspection date

25 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Staff work well as a team and know the strengths of the playgroup. They have worked hard since the last inspection, positively addressing the recommendations and actions raised. The manager strives towards the playgroup reaching an outstanding quality.
- Staff support children's language and communication skills excellently, including those who speak English as an additional language. For example, staff are able to translate words from their home languages into English. This contributes towards children feeling emotionally secure.
- Staff obtain detailed information about children's learning abilities and care needs before they start. Settling-in sessions include stay-and-play times for parents. This contributes towards effective partnerships with parents and helps children to settle into the playgroup excellently.
- Staff induction and vetting procedures are robust. This helps to ensure that children are cared for by suitably trained, experienced and qualified staff.

It is not yet outstanding because:

- Systems for analysing the progress made by different groups of children are still being developed.
- On occasions, staff do not fully consider all children's level of development when planning group-time activities and some children find it difficult to remain fully engaged in the activity.

What the setting needs to do to improve further

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

- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- reflect on the organisation of group activities to ensure that younger children are involved and engaged at their own level.

Inspection activities

- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection. She held a meeting with the playgroup manager and looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector discussed the playgroup's self-evaluation and the impact this has on the setting.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies. The inspector carried out a joint observation with the manager.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Since the last inspection, staff have attended training and updated their safeguarding knowledge to a high standard. They fully understand their responsibilities to protect children in their care. Detailed policies and procedures are successfully implemented to promote a safe environment for children. Parents spoken to during the inspection express their complete satisfaction with the playgroup. Effective links are in place with the adjoining school to help ensure that children's move to school is smooth. There is a programme of ongoing supervision, training and professional development provided to the staff. This results in well qualified and supported staff who promote children's learning well.

Quality of teaching, learning and assessment is good

Staff complete observations of children as they play. They track children's individual progress using assessments, which help them identify any gaps in their development. They successfully use this information to plan for what children need to learn next. Children develop positive attitudes towards taking part in most learning experiences. For example, staff enthusiastically invite children to join in singing sessions. They develop their physical skills as they jump around. Toddlers develop their hand-to-eye coordination and early literacy skills. They draw butterflies using different coloured pencils.

Personal development, behaviour and welfare are good

There is a highly stimulating and well-resourced area both indoor and outdoor. This helps to motivate children to become busy learners as they explore new experiences. For example, children enjoy using their imagination as they play with role play and small-world resources. Children are provided with healthy snacks and staff discuss healthy food choices. This helps children to be aware of the importance of healthy eating. Staff use snack time to help develop children's social skills. For example, they engage them in friendly conversations and group discussions. Staff promote equality and diversity well and children enjoy activities based on cultural festivals. Staff act as positive role models and praise children regularly, which helps to build high levels of self-esteem.

Outcomes for children are good

Children make good progress in their learning and development. Their mathematical development is well supported. For example, they increase their awareness of colours, number and size during activities. Children learn to make relationships, which help to develop their self-confidence and self-awareness. They develop their independence and self-care skills. For example, older children hang up their coats by themselves and use the bathroom independently, while younger children are offered assistance, as needed. This helps children to gain necessary skills in preparation for school.

Setting details

Unique reference number	311397
Local authority	Kirklees
Inspection number	1079758
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	16
Number of children on roll	29
Name of registered person	Pentland Playgroup Committee
Registered person unique reference number	RP911572
Date of previous inspection	25 November 2016
Telephone number	07847 766096

Pentland Playgroup registered 1999. It is managed by a volunteer committee. The playgroup operates Monday to Friday during the school term. Two sessions are available. Morning sessions are from 8.30am to 11.30am and afternoon sessions from midday until 3pm. The playgroup employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The playgroup provides funded early education for two- and three-year-old children. It supports a number of children who speak English as an additional language.

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