

# Queensbury Tykes Playgroup

Victoria Hall,, Sandbeds, Queensbury, BRADFORD, West Yorkshire, BD13 1AB



## Inspection date

6 March 2018

Previous inspection date

4 October 2017

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Leadership and management is highly effective, as is the playgroup's rigorous approach to self-evaluation, which drives an ethos of continuous improvement. Management have the full support of the committee who are now fully aware of their roles and responsibilities.
- Staff are highly vigilant and safeguarding is at the very heart of what they do. Prompt referrals are made and staff are very experienced in working with other professionals to safeguard the children in their care.
- Excellent support is in place for children with identified needs. Staff go the extra mile to drive partnership working and are proactive in making links with other professionals involved. Consequently, children and their families get targeted support promptly.
- Children make rapid progress and teaching and learning is highly effective in preparing children for school. Transitions are very well managed.
- Children's behaviour is exemplary. Staff are highly skilled and sensitive to children's individual needs and take account of this when managing children's behaviour.
- Staff work closely with parents to ensure that they can fully contribute to the planning of children's activities. They provide parents with ideas about how they can support children's learning at home. These highly successful strategies, engage parents in children's learning.

## What the setting needs to do to improve further

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

- strengthen opportunities for the professional development of staff to enable them to contribute more to the monitoring of teaching across the playgroup.

### Inspection activities

- The inspector's carried out a joint observation of a circle time activity with the deputy manager and spoke with staff employed at the playgroup.
- The inspector's reviewed a wide range of documentation including the playgroup's policies and procedures and staff disclosure and barring service records.
- The inspector's reviewed children's progress folders and the educational programmes provided for the children.
- The inspector's spoke with children, staff and parents to gather their views of the playgroup.

### Inspectors

Annette Stanger / Sarah Dimsdale

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff take prompt action to follow up any concerns and ensure safeguarding is at the forefront of everything they do. Attendance trackers help staff to promptly identify any issues. Staff are quick to act on this information and work in partnership with professionals and families to target any additional support where it may be needed. High expectations and an uncompromising commitment to continuous improvement have helped to drive the setting from strength to strength. Self-evaluation is rigorous and takes account of all users and staff's input. Staff are highly skilled and attend frequent training that is well placed to have the most benefit to children.

### Quality of teaching, learning and assessment is outstanding

Highly skilled staff, with a wealth of experience, support children to make rapid progress. Partnerships with local schools are well established and highly successful in aiding transitions. As an example, staff facilitate this highly effective partnership working by staying with children until they are settled in their new school, and by sharing strategies that have already proven to be successful. Staff meticulously plan activities based on what they know about children in their care and what their own assessments tell them. This ensures that teaching is highly responsive to supporting children's individual interests and needs. Children delight in taking part in discussions which support their communication skills superbly. A discussion about dinosaurs quickly captures children's interest. Staff respond well to this by encouraging the children to add water and green paint to the sand tray to make a dinosaur swamp. This thoroughly captures their imagination and curiosity and successfully promotes children's creative development.

### Personal development, behaviour and welfare are outstanding

Children behaviour is exemplary. Strategies used to manage children's behaviour are well considered to suit the individual child, taking into account their differing needs and levels of understanding. They are encouraged to take risks and manage safe choices. This helps children to develop an increasing awareness of how to keep themselves safe. Children confidently move around the setting and are encouraged to develop their own ideas. They are consulted on decisions about the setting and their ideas implemented, valuing their input. This considered approach leads to well-established, secure relationships and confident children who are ready and eager to learn.

### Outcomes for children are outstanding

Children arrive keen and eager to learn and display all the characteristics of effective learners. They are full of enthusiasm as they talk about what they are doing and what they plan to do next. Staff are quick to identify any gaps in learning through robust tracking arrangements, and they are quick to act on this information. As a result, all children make rapid progress given their starting points.

## Setting details

<b>Unique reference number</b>	301976
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1122727
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Queensbury Tykes Playgroup Committee
<b>Registered person unique reference number</b>	RP523409
<b>Date of previous inspection</b>	4 October 2017
<b>Telephone number</b>	07516472674 landline 01274884173

Queensbury Tykes Playgroup registered in 1981 and is located in Queensbury, near Bradford, West Yorkshire. The playgroup opens from Monday to Friday, term time only. Sessions are from 8.30am until 2.30pm on Mondays and Tuesdays, and from 8.30am until 11.30am from Wednesday to Friday. The provider receives funding to provide free early education for children aged two, three and four years.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

