

The Playcentre Pre-School Playgroup

Lidgett Park Methodist Church, North Park Avenue, Leeds, West Yorkshire, LS8 1HG



Inspection date

15 March 2018

Previous inspection date

7 October 2014

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

- Staff make accurate observations of children at play and check their achievements against the typical levels of development for their age range. This helps them to identify what children need to learn next.
- Children benefit from well-planned and appealing activities that consider their individual learning needs and preferences. This encourages their motivation to learn and helps them to build on what they already know and can do. They make good progress.
- Parents are very pleased with the progress their children make and feel involved in their learning. They contribute to assessments and welcome ideas from staff about how to support their children at home.
- Partnerships with other professionals are effective. A two-way flow of information helps to ensure that care and learning practices meet children's needs.
- Children are confident learners. They cooperate as they play, discuss and agree the rules for games and encourage one another to take part.
- Staff are kind and caring and offer children plenty of praise. This contributes to the high levels of self-esteem that children demonstrate.

It is not yet outstanding because:

- Sometimes, during whole-group activities, staff do not promote children's listening skills to the highest levels.
- The arrangements to support and supervise staff are not robust enough to identify clear priorities for continuous professional development.

What the setting needs to do to improve further

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

- promote opportunities to develop children's good listening skills even more consistently during whole-group activities
- strengthen the arrangements for staff supervision to identify more clear priorities for professional development that help raise the quality of teaching to even higher standards.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection. She also looked at a range of documents, including the suitability checks carried out on staff.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

Staff are well qualified, which contributes to their secure understanding of how young children learn. The manager works closely with them to ensure that plans for children's learning are effective and promote sustained progress. The arrangements for safeguarding are effective. Staff are clear about their responsibilities to protect children from harm and know what to do if they are concerned about a child's welfare. The manager gathers the views of staff, parents and children, and uses her findings to identify priorities for improvement. Staff demonstrate good manners and respect and provide a welcoming and inclusive environment. Children learn to value the similarities and differences between themselves and others.

Quality of teaching, learning and assessment is good

Staff provide an effective balance of planned activities and opportunities for children to lead their own learning. They are highly motivated and keen to support children's learning. Staff enthusiastically teach children about the natural world. For example, children investigate light, dark and shadows using lamps and torches in a tent. Children measure and count as they work together to build a wall with bricks. This contributes to their developing mathematical skills and helps to encourage their problem-solving skills. Staff provide plenty of opportunities for children to express their creativity. For example, they explore colours and patterns by tracing their fingers through paint on the table. Children show extreme delight when they dance and march to music.

Personal development, behaviour and welfare are good

Staff support children's independence skills well. They teach children to manage their self-care needs, for example, putting on their coats and shoes. This helps to prepare them for school. Staff promote children's physical health and well-being effectively. Children learn about the importance of healthy lifestyles. For example, they discuss the healthy snack they share and grow and cook their own vegetables. Children have plenty of opportunities for fresh air and exercise. Staff provide consistent boundaries and gentle guidance to children, which helps to promote their good behaviour. Children follow instructions and respond well to routines in playgroup. They learn about care and compassion, for example, as they gently hold and feed pet guinea pigs.

Outcomes for children are good

All children make good progress in their learning. Those who need some extra support in their learning catch up before they leave playgroup. For example, children who are slower to develop speaking skills benefit from skilled interactions with staff that help them to learn new words quickly. The most able children benefit from an appropriate level of challenge that helps to encourage their ongoing curiosity and eagerness to learn. All children demonstrate a positive attitude that helps to prepare them for school. They develop good skills in literacy that help to prepare them for later learning. For example, children learn to write letters in their name and predict what might happen next in stories.

Setting details

Unique reference number	512675
Local authority	Leeds
Inspection number	1103892
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	34
Name of registered person	The Playcentre Pre-School Playgroup Limited
Registered person unique reference number	RP535289
Date of previous inspection	7 October 2014
Telephone number	0771 2847753

The Playcentre Pre-School Playgroup registered in 2001. The playgroup employs 11 childcare practitioners. Of these, nine hold appropriate early years qualifications at level 3 or above, including two who hold level 6 and two with qualified teacher status. The playgroup is open each weekday during term time only from 9am to midday. The playgroup receives funding for the provision of free early education for two-, three- and four-year-olds.

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