

Linden Playgroup

St Cuthberts Church, Linden Road, Birkby, Huddersfield, West yorkshire, HD2 2TP



Inspection date

2 May 2018

Previous inspection date

6 October 2015

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

- Children are happy, calm and well-behaved. They settle quickly and engage in activities in the well-resourced environment, with confidence.
- Community partnerships are good and children have strong links with their local community. Children are developing an understanding of people in the wider world, for example, through regular visits from local professionals.
- Staff are good role models for children. They take every opportunity to praise positive behaviour. They have good relationships with children. They are kind and patient and this supports children to develop positive relationships with one another.
- The bi-lingual staff team effectively support children with English as an additional language, leading to good progress in children's communication and language skills. Furthermore, the early identification of children with special educational needs and disabilities and effective relationships with parents and professionals, helps all children to make good progress.
- A strong partnership with parents promotes a shared approach to children's learning. For example, parents are invited to visit the children in the playgroup regularly and to attend parents' evenings to share children's progress.

It is not yet outstanding because:

- Systems in place do not always identify how staff can extend their professional development to raise the quality of teaching to the highest level.
- The manager does not consistently evaluate and assess the effectiveness of improvements made at the setting.

What the setting needs to do to improve further

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

- support staff to develop their teaching to the highest possible level by building upon professional development opportunities, to further enrich teaching skills and increase the potential for all children to achieve at the highest level
- sharpen the focus of self-evaluation to more precisely identify where practice can be strengthened even further.

Inspection activities

- The inspector spoke to staff and children during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had upon children's learning.
- The inspector spoke to several parents during the inspection and considered their views.
- The inspector looked at planning, observation and assessment records of children's learning and development.
- The inspector completed discussions with the manager and looked at relevant documentation and evidence, such as self-evaluation and suitability of staff.

Inspector

Helen Sanders

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of the procedures to implement to safeguard children. They are clear about their roles and responsibilities and confidently name signs and symptoms of abuse. Recruitment of staff is robust which helps to ensure adults are safe to work with children. New staff and students are inducted well. The playgroup is an inclusive setting and parents speak highly of the promotion of equality and diversity. The manager tracks staff assessments of children's learning and development. She compares groups of children to identify any patterns or gaps in learning and takes effective action to address any differences in children's levels of achievement. For example, using the rhyme challenge intervention to improve children's confidence and language and communication skills.

Quality of teaching, learning and assessment is good

Staff know children well and complete observations and accurate assessments that help them to plan for children's individual needs. They continually interact with the children and use children's interest in stories to extend their concentration and introduce new language. For example, when children are listening to the story of 'The Very Hungry Caterpillar', staff ask them where the caterpillar went to change into a butterfly and introduce the word 'cocoon'. Staff make sure that real life experiences are provided for the children, such as providing real food in the imaginative play area. Children engage well in all activities, showing confidence and concentration. The key-person system is very effective and helps to engage parents. Children's early literacy skills are developing well and mark making is a strength. For example, they draw and create patterns with water and paintbrushes when playing outdoors.

Personal development, behaviour and welfare are good

Children have lots of opportunities to develop independence and self-care skills. For example, they are encouraged to put on their own coats and boots and to wash and dry their hands. The environment is well resourced, both indoors and outdoors, and children are encouraged to lead their own learning. Children behave well and are developing an understanding of risk. For example, when using the bikes outside, children successfully negotiate space and navigate around one another safely. Staff and children grow their own fruit, vegetables and herbs in the garden area. They taste their produce and use it in their play. This helps to develop children's understanding of a healthy diet.

Outcomes for children are good

Children make good progress from their starting points and are well prepared for their next stage in learning and eventual move to school. Children who speak English as an additional language are supported very well by the bilingual staff. This helps to develop their understanding and communication as staff speak in English and can translate to their first language. Children share well, are patient and take turns with their peers. This helps them to build good friendships. Children learn that some children's lives are different to their own and learn to respect these differences.

Setting details

Unique reference number	311275
Local authority	Kirklees
Inspection number	1127981
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	30
Name of registered person	Linden Playgroup (Birkby) Committee
Registered person unique reference number	RP519333
Date of previous inspection	6 October 2015
Telephone number	07831958056

Linden Playgroup registered in 1993. The playgroup employs four members of childcare staff. All of whom hold appropriate early years qualifications at level 3 or above. One member of staff and the manager also hold an appropriate early years degree. The playgroup opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports a number of children who speak English as an additional language and those who have special educational needs.

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