

Whitelee Playgroup

Leeds Old Road, Heckmondwike, West Yorkshire WF16 9BB



Inspection date	20 September 2018
Previous inspection date	25 September 2015

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

The provision is good

- The manager and staff work very well as a team. They have a shared vision and are passionate about providing the best opportunities for children to help every child to achieve as well as they can. The manager and staff are reflective and value the views of parents as they drive forward identified areas for improvement.
- Staff skilfully use songs and rhymes to effectively engage young children in rhythmic and repetitive language. This helps to add to their understanding and helps to extend their vocabulary. Children's language skills are developing well including those children who speak English as an additional language. Children make good progress.
- Parents describe staff as 'reassuring' and 'amazing'. They appreciate staff's guidance and support. Parents report that their children are extremely happy, safe and settled in playgroup.
- Children are active learners who eagerly participate in the activities provided. Staff use a variety of methods to successfully motivate young children to persist in their self-chosen tasks, solve problems and have a go.
- Children are confident, they share their ideas, and listen to each other well. Staff are good role models and encourage children to share, take turns and be kind to each other. Children behave very well.

It is not yet outstanding because:

- Staff do not collect detailed information from parents about what their children already know and can do to inform their initial assessments when children first start.
- The manager does not effectively evaluate the progress between different groups of children to ensure that any gaps between them are narrowing.

What the setting needs to do to improve further

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

- obtain further information from parents about what their children already know and can do when they first start at playgroup to support tailored planning from the start
- build on the existing monitoring systems to effectively evaluate the progress between different groups of children to ensure that any gaps between them are narrowing.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and checked relevant documentation, including policies and procedures, qualifications and evidence of the suitability of staff working in the playgroup.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector carried out an evaluation of teaching with the manager following a planned activity.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Kate Banfield

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate good knowledge and understanding of child protection issues and follow rigorous policies. They are confident in the action to take if they had concerns about a child's welfare or the behaviour of a colleague. The manager ensures that suitable people are employed and their ongoing suitability is regularly checked. Staff are deployed well and children are supervised effectively. This helps to keep children safe. The manager uses one-to-one meetings, observations of practice, training and staff meetings to coach and support her qualified staff. This helps to ensure that they understand their role. Partnerships with local schools are well developed. Staff share information about children's learning and development to help to ensure a positive move to school.

Quality of teaching, learning and assessment is good

Staff regularly observe children's play and makes accurate assessments of their learning. They complete regular summaries of children's achievements and share these with parents. Older children develop a good understanding of the world and people that help them. Staff skilfully engage children and sustain their discussions as they use good questioning to help children to talk about what they know. Children articulately describe how 'fire fighters get the cats from trees because they are sacred.' Staff provide activities to ignite children's curiosity. Children collect conkers and staff show young children how to open them. Children are excited to find the shiny brown conker inside. Staff skilfully help young children to think about how many they have collected and model counting well. Older children follow instructions to use magnets and collect coins. Staff encourage them to see how many coins they can attract at once. Children are fascinated as they use the magnets to collect the coins and count them. This helps children to develop their mathematical understanding and counting skills.

Personal development, behaviour and welfare are good

Children demonstrate that they feel safe in their surroundings. They readily approach staff for reassurance and are friendly towards visitors. Children's emotional well-being is supported effectively. Staff encourage children's independence well. They help children to follow good hygienic routines to wash their hands before they eat healthy snacks. Children independently follow routines and put the toys away. Staff ensure that children enjoy daily access to the outdoor area. They develop their physical agility and enjoy riding wheeled toys using good coordination and control. Young children challenge their physical skills as they climb over the tractor tyres pulling themselves up with strength. Children's physical development is good.

Outcomes for children are good

Older children complete jigsaws independently. They methodically place the pieces carefully matching the pictures and completing the jigsaw. Young children imaginatively act out what they know as they make dinner with the conkers and put the play food in the fridge. Children sing enthusiastically and confidently share their ideas about the next verse of familiar songs. All children are motivated and develop good attitudes to learning. They are well prepared for their eventual move on to school.

Setting details

Unique reference number	311339
Local authority	Kirklees
Inspection number	10063958
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	34
Number of children on roll	26
Name of registered person	Whitelee Playgroup Committee
Registered person unique reference number	RP523073
Date of previous inspection	25 September 2015
Telephone number	01924 420669

Whitelee Playgroup registered in 1995. The playgroup employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The playgroup opens from Monday to Friday, term time only. Sessions are from 8.50am to 2.50pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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