

Flockton Playgroup

The Porta Cabin, c/o Flockton First School, Barnsley Road, Flockton, Wakefield, West Yorkshire WF4 4DH



Inspection date	12 October 2018
Previous inspection date	10 December 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of 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

The provision is outstanding

- The well-qualified manager provides passionate and sharply focused leadership. She and her staff are ambitious and strive to achieve the highest quality in all aspects of their work. There is a relentless drive for further improvement.
- Staff create a warm and very welcoming environment. They successfully encourage children to settle securely into routines and make the most of all the pre-school offers. Children develop very positive levels of self-confidence and awareness.
- Staff plan highly imaginative and engaging activities to promote all aspects of children's development. They match work very closely to the needs of each child. Resources are bright, colourful and enticing.
- Children behave very well and learn to be considerate towards others. They learn to think carefully and follow instructions precisely. Staff are excellent role models.
- Staff make very good use of any additional funding to help all groups of children achieve their full potential. Staff have very high expectations for children's independence in their learning. Consequently, children make excellent progress and are very well prepared for starting school.
- The pre-school plays a central role in the life of the local community. Children participate in productions at the local school, are involved in events at the church and in many charitable activities. Staff make excellent use of the surrounding woodlands and meadows to bring children's learning to life.
- Parents hold the staff in high regard. They are fully involved in the life of the pre-school and welcome the strong support they receive to help learning at home.

What the setting needs to do to improve further

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

- continue to build on the already very good outdoor provision for promoting children's creative and problem-solving skills.

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 spoke to children and staff.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager. He looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

Inspector

Andrew Clark

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have a very good knowledge and understanding of child protection procedures. They act promptly to keep children safe from any potential harm. The manager ensures staff regularly access high-quality training on all aspects of keeping children safe and tests their knowledge through spot checks and quizzes. Professional development arrangements are extremely rigorous. They are sharply focused on evaluating and strengthening the quality of all aspects of staff's teaching through first-hand observations and regular review meetings. Staff have identified further opportunities to extend opportunities for children's creative and problem-solving development when they play outdoors. The staff have an excellent relationship with parents. Staff work very closely with other settings children attend to support high levels of continuity in learning and a smooth transition on to school.

Quality of teaching, learning and assessment is outstanding

Staff make very purposeful use of detailed information from parents to identify children's starting points and support future learning. They carefully observe children's progress and skilfully plan activities to challenge and support their future development based on their interests and enthusiasms. For example, staff strongly promote the richness of children's language through their enjoyment of growing, harvesting and baking fruit and vegetables from the gardens and woodlands. Children's scientific curiosity is stimulated by first-hand investigations of the life cycle of the butterfly or experiments with magnets and different light sources. Staff help children to deepen their understanding by, for example, asking very well-considered questions to encourage children to describe the sensation of blowing and chasing bubbles. They develop children's thinking and reasoning well.

Personal development, behaviour and welfare are outstanding

Children are helped to be gentle and thoughtful towards each other. For example, they help each other to put on their aprons before baking or painting. Staff help children to listen carefully to each other and to play well together. Staff encourage children to be adventurous in their play and to assess and manage risks. For example, staff model and support children's safe use of fruit peelers and knives in their baking and creative activities. They encourage children to be physically active and to climb, run and jump with confidence. Staff help children learn about the cultural diversity of modern Britain and promote tolerance and understanding. For example, children hear traditional and modern stories that reflect different cultures and ways of family life.

Outcomes for children are outstanding

Staff thoroughly analyse children's achievement and act promptly to boost their learning when required. Staff provide excellent support to children who have special educational needs and/or disabilities. Children count accurately and make very good progress in developing their early adding and subtraction skills to 20 and beyond. Children develop imagination and curiosity in their creative play. Children learn to speak clearly and share their ideas and opinions. They enjoy learning new words and using them in their role play and creative activities.

Setting details

Unique reference number	EY254456
Local authority	Kirklees
Inspection number	10063966
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 - 4
Total number of places	24
Number of children on roll	17
Name of registered person	Flockton Playgroup Committee
Registered person unique reference number	RP911121
Date of previous inspection	10 December 2015
Telephone number	01924849799

Flockton Playgroup registered in 2002. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or higher, including one at level 4 and one at level 6. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3.30pm, Monday to Thursday and until midday on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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