

# Owls and Pussycats Playgroup

Woodlesford Methodist Hall, Church Street, Woodlesford, Leeds LS26 8RD



<b>Inspection date</b>	12 October 2018
Previous inspection date	17 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Partnerships with parents are effective. The manager carefully considers feedback gathered from parents to help drive continual improvements. Staff regularly liaise with parents about children's learning and suggest ways to continue their development at the playgroup and at home.
- Staff interact well with children and effectively support their emerging language skills through play. For example, they engage in sensory play with glitter sand and together they sing nursery rhymes. Children are engaged and focused in their learning.
- Staff have bubbly personalities and are good role models to children. They work well together to support children's individual needs, which helps children to feel safe and secure. Staff are skilled at managing children's behaviour effectively. They respond swiftly to children who are developing their emerging social skills. Children are happy and settled.
- Management meticulously monitors the progress children make. They carefully consider and implement effective next steps for children's development that help to swiftly close any gaps in their learning. Children make good rates of progress from their starting points.

### It is not yet outstanding because:

- Children are not consistently able to independently select from the wide range of resources the playgroup has to offer, to help maximise and enhance their learning even further.
- Children do not have consistent opportunities to recognise words and letters in the environment, to help them ascribe meaning to letter symbols and sounds during play.

## What the setting needs to do to improve further

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

- improve opportunities for children to independently select from the wide range of resources available, to maximise their learning
- increase children's opportunities to recognise words and letters in the environment, to help further develop their early literacy skills as they ascribe meaning to letters and sounds during play.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector held discussions with children and staff during the inspection.
- The inspector observed the quality of teaching and considered the impact this had on children's learning and development.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and reviewed policies, procedures and evidence of suitability records for all those who have access to children.

### Inspector

Jennifer Dove

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff continue to complete safeguarding training that helps to ensure they remain alert to issues which may impact a child. They understand that swift action would need to be taken should they have a concern about a child's welfare. The manager ensures that the necessary suitability checks are completed for all those who have access to children. Staff complete daily risk assessments to ensure all areas of the premises are safe and suitable. The manager has implemented effective staff supervision and utilises this to identify areas to continually develop and maintain the already good levels of staff practice. For example, staff receive training and coaching to help ensure that children's monitoring and learning records are completed accurately. Management moderates children's learning and development files to ensure children receive the individual support they need from an early stage.

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

Staff are skilled at supporting children's learning through play. Children develop their mathematical skills through exciting activities and well-planned provision. For example, they construct a playhouse using various large soft-play shapes. Staff talk to the children about the different shapes they are using. They take delight in sharing what they have created and play inside the house with their friends. Children develop their communication skills as staff encourage them to name and explore natural materials collected from the outdoors. They develop their early writing skills as they trace around the leaves and acorns. Children explore the outdoor world using binoculars to find various wildlife in the outdoor play area. They excitedly share what they have found as they describe the size of the birds they have seen. Staff listen carefully and respond to what children say as they compare the differences between the birds. Children are self-assured and confident learners.

### Personal development, behaviour and welfare are good

Children are well supported as they settle at the playgroup. The manager and staff collect key information about a child's interests and individual needs when they first start. Parents are asked to complete detailed assessments that help staff to understand what their child can already do. Staff use this information to plan a welcoming and stimulating environment that helps children to settle rapidly. Children learn how to keep themselves healthy. Staff provide children with a large selection of healthy snacks during the session. Overall, children's independence is fostered as they take care of their personal hygiene in preparation for snack. Staff complete a mindfulness activity at the end of every session. Children lay still and calm on soft mats on the floor. Staff recall key events from the day and encourage children to think about how their body feels as they relax. This helps children develop a strong sense of themselves.

### Outcomes for children are good

All children make good rates of progress from their starting points. Children are well prepared for their next stage of learning and eventual move to school. Children develop their literacy skills as they read stories with staff. They are engaged and focused in their learning. Children delight in the praise they receive from staff for their good work.

## Setting details

<b>Unique reference number</b>	EY402123
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10064304
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Owls and The Pussycats Committee
<b>Registered person unique reference number</b>	RP518929
<b>Date of previous inspection</b>	17 November 2015
<b>Telephone number</b>	0113 2828980

Owls and Pussycats Playgroup registered in 2010. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. It opens Monday to Friday from 9am until midday during term time only. The setting provides funded early education for two-, three- and four-year-old children.

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