

Hunsworth Community Playgroup

Hunsworth Community Centre, Green Lane, Hunsworth, Cleckheaton,
West Yorkshire BD19 4DZ



Inspection date	8 November 2018
Previous inspection date	18 December 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 committee, the manager and staff demonstrate a solid commitment to improvement. This is reflected in strong and effective self-evaluation that clearly contributes to the good progress that has been made since the last inspection.
- Children make good progress. There is regular analysis of data by the manager to ensure that all children are working well within development expectations. Data is informed by staff's good-quality observations and assessments of children's learning.
- Children are confident and motivated. Staff create a stimulating, accessible and welcoming indoor learning environment and enhance children's learning through their good-quality interactions.
- Staff promote children's safety and physical well-being effectively.
- Children have secure emotional attachments to staff because of good settling-in arrangements which involve close partnership working with parents. Staff manage children's transition to school effectively.
- Children develop a strong sense of belonging within the pre-school and their own local community where they engage in exciting projects. For example, children help to turn an old telephone box into a library facility.

It is not yet outstanding because:

- Although staff regularly update parents about their children's progress, they do not consistently share precise enough information about children's individual key next steps for learning and how parents can support these at home.
- Where children prefer to play outside, staff do not make the best use of the outdoor environment to offer a richer and more varied range of experiences to optimise their all-round learning.

What the setting needs to do to improve further

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

- strengthen information sharing with parents about their children's individual next steps for learning and how they can support these at home and build on children's learning even further
- provide a richer and more varied range of play experiences for children who have a preference for outdoors to optimise their all-round learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors in the pre-school and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager who is also the nominated individual for the organisation.
- The inspector held a meeting with the manager. She looked at relevant documentation, including evidence of the suitability of staff working in the pre-school and sampled children's records of learning.
- The inspector spoke to parents during the inspection and viewed their written comments.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff fully understand their roles and responsibilities, providing good-quality care in a safe and secure environment. They are well appraised of child protection issues and reporting procedures are clearly displayed for prompt access. There are good systems for monitoring staff's practice, such as through peer observations and regular supervision meetings. Staff's qualifications and further training, such as that linked to observations, assessments and planning, have a positive impact on teaching and learning. The committee are actively involved in the life of the pre-school and support staff effectively. There is constant self-evaluation with staff which the manager reflects in targeted development plans. Parents are encouraged to share their views, for instance, through committee meetings and questionnaires.

Quality of teaching, learning and assessment is good

Staff plan a particularly broad range of activities indoors based on general themes, children's interests and their next steps in learning. The manager uses varied channels of communication to inform parents about what is happening in the pre-school, such as the generic termly activities or events. Staff use good questioning and role modelling to support children's learning, ignite their curiosity and thinking skills and sustain their engagement. For example, children explore patterns, size and shapes while creating different footprints or teeth impressions in dough using dinosaur figures. Staff enhance children's enjoyment through their own enthusiasm during activities.

Personal development, behaviour and welfare are good

Children enjoy the warm, positive and nurturing interactions from all staff. Staff gather important information from parents to get to know the children, including through topics, such as 'all about me'. Staff also encourage children to share favourite items from home during the 'show and tell' activity. Staff are good role models who support children's early social skills and independence. Children behave well, help to tidy away toys and enjoy doing for themselves, such as pouring their own drinks. Staff celebrate difference with the children and sensitively reinforce fairness, for example, while talking about sharing the dough out equally. Children learn about healthy lifestyles in many ways. For example, they visit the allotment to harvest fruit and vegetables, create healthy lunch box collages and learn about good oral hygiene through a visit from a dentist. Staff invite the emergency services in to the pre-school, for instance, to help reinforce messages about staying safe.

Outcomes for children are good

Children develop the skills and behaviour that they need for future learning, including their move to school. They have a positive approach to learning, showing good focus and concentration. Children play collaboratively, building complex models with their friends. Older children express their ideas while playing creatively with dough and competently handle tools, such as cutters and rolling pins. They show good early literacy skills, drawing recognisable figures, such as their family and pets. Younger children delight in making a sand birthday cake and counting the twig candles.

Setting details

Unique reference number	311381
Local authority	Kirklees
Inspection number	10079675
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	31
Name of registered person	Hunsworth Community Playgroup Committee
Registered person unique reference number	RP523410
Date of previous inspection	18 December 2017
Telephone number	07940486730

Hunsworth Community Playgroup opened in 1981. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications; two at level 3 and one at level 5. The pre-school operates term time. Sessions are from 9.15am until 3.15pm on Mondays, Tuesdays and Fridays and from 9.15am to 1pm on Thursdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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