

Latham Lane Playgroup

The Grove United Reformed Church, Oxford Road, Gomersal, Bradford
BD19 4JR



Inspection date	18 January 2019
Previous inspection date	21 October 2014

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

This provision is good

- Staff provide a good range of stimulating and challenging activities in a welcoming, safe and accessible environment. They demonstrate effective and motivating teaching. This contributes to children's good progress and helps them to develop essential skills and good behaviour required for their future move to school.
- The manager successfully evaluates, monitors and improves practice, including teaching. She does this in close consultation with staff, parents and the individuals who make up the registered person. This is demonstrated in many self-reflection tools and targeted action plans.
- Children, including very new two-year-old children, are settled and have secure emotional attachments to staff. Children are familiar with the daily routines. They show good levels of confidence and independence as they enjoy trying to do things for themselves. Staff recognise when the youngest new children require support.
- The staff team are well established, committed and enthusiastic and they work well together. They model and encourage respectful and positive relationships. Children are very sociable and behave well. They share, take turns and play amicably while expressing ideas and solving problems together.
- Staff effectively help to promote children's physical well-being. They encourage parents to promote healthy eating; children recognise and talk about the healthy food items in their lunch boxes. Children also help to grow fruit and vegetables, such as tomatoes and strawberries. Children thoroughly enjoy indoor and outdoor physical activity.
- Staff engage parents in some ways. However, ongoing communication between parents and their child's key person specifically, is less successful in fully promoting continuity in children's individual care and learning.
- Staff do not optimise partnership working with others to support children's transitions and promote a consistent approach to children's care and learning to the highest level.

What the setting needs to do to improve further

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

- strengthen communication between parents and their children's key person specifically, so that parents are more successfully informed about their children's ongoing achievements and learning needs and how they can better support their children's individual next steps in learning at home
- strengthen partnership working with other providers as children move between settings, through a shared and consistent approach to their care and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors in the playgroup 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.
- The inspector held a meeting with the manager. She looked at relevant documentation, including evidence of the suitability of staff working in the playgroup and sampled children's records of learning.
- The inspector spoke to parents during the inspection and viewed written feedback in the form of questionnaires.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff complete up-to-date child protection training. This has a positive impact on their knowledge. Staff effectively minimise hazards and closely monitor access. The manager is well supported, which helps her to effectively support the staff team. She keeps herself abreast of changes in many ways and completes yearly audits, for instance, to maintain good-quality provision. The manager undertakes good performance management of staff. She utilises further training and other sources of information to build on her own and staff's knowledge. Children are actively involved in improvements. For example, they help to prepare the garden in readiness for the new artificial grass.

Quality of teaching, learning and assessment is good

Staff's qualifications have a positive impact on their practice. They plan precisely for children's next steps in learning, gaps in learning and interests, and closely monitor children's progress. They provide exciting and engaging activities to narrow any differences in children's learning, including those at risk of underachieving, such as boys. Children eagerly make models using a whole host of box craft materials. Staff encourage them to test out their ideas, 'have a go' and think creatively and critically; children give much thought to how they can make their chosen model, such as a submarine, boat or spaceship. Children thrive on staff's praise and proudly show off their models.

Personal development, behaviour and welfare are good

Staff work closely with parents during the settling-in period, to get to know children and their individual needs. Subsequently, the manager offers yearly parent's evenings to discuss children's progress and provides regular newsletters detailing what is happening in the playgroup. She has introduced stay-and-play sessions to try to develop parental engagement. Children build friendships. Staff reinforce this, for instance, through the 'All Friends Together' display. Staff prepare children for changes to the daily routine. For example, they ring a bell in preparation for tidy up time. Children skilfully whizz around outdoors on wheeled toys and delight in taking part in action songs; staff's enthusiasm enhances children's enjoyment and sense of fun. Children learn about different communities, for example, through looking at photograph booklets.

Outcomes for children are good

Children of all ages are keen learners. They show good focus and concentration and initiate their own play. Older children play collaboratively while building a train track and use language confidently. They act as good role models to younger children, whose early communication skills are developing well. Children use interesting resources to practise their fine-motor skills in readiness for early literacy. For example, they thread ribbons and thin rubber tubing through the spokes of a bicycle wheel. Children use scissors and dough tools with good control. Older children write their name on their box-craft models. Children develop mathematical skills. For example, they measure string, cut out dough shapes and compare how many red or blue jumpers children are wearing.

Setting details

Unique reference number	EY398245
Local authority	Kirklees
Inspection number	10069465
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	39
Name of registered person	Latham Lane Playgroup
Registered person unique reference number	RP529197
Date of previous inspection	21 October 2014
Telephone number	07734603355

Latham Lane Playgroup registered in 2009. It operates from the first floor of The Grove United Reform Church in the Gomersal area of Cleckheaton, West Yorkshire. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications; two are at level 2 and two are at level 3. The playgroup opens Monday to Friday during term time only from 9am to midday and an optional lunch club runs until 1pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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