

# Shepley Preschool Playgroup

The Portacabin, Firth Street, Shepley, Huddersfield, West Yorkshire HD8 8DD



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 30 January 2019 |
| Previous inspection date | 10 July 2017    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Not applicable | <b>2</b> |
|---------------------------------------------------------------|-------------------------------------------------|-------------------------------|----------|
| 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

- New managers have worked hard to drive improvement. They evaluate and reflect on their practice and have a positive drive to continue improving outcomes for children. Managers and committee members have a clear vision for the pre-school and routinely review ongoing action plans in order to continuously improve practice.
- Staff give parents ideas of how to extend their children's learning at home and talk to them regularly regarding their child's progress. Parents speak highly of the pre-school and of the changes that have been made to improve outcomes for children. Parents spoken to particularly commented on the new open-door policy that enables them to discuss any issues as they arise.
- Staff have warm, positive relationships with children, who behave well. They get to know children well by gathering meaningful information about their individual needs, preferences and what they know and can do. Staff use this information to plan activities that children enjoy and to help them to progress well in their learning.
- Staff help children to learn to stay healthy and safe. Clear procedures and ongoing training for all staff helps to ensure that good standards of hygiene and safety are maintained across the pre-school.
- Some staff do not make the most of opportunities for children to develop their speaking skills and use a wide range of words and expressive language.
- The pre-school's programme for professional development does not always identify differences in the quality of practice or focus precisely on extending the skills and knowledge of staff even further.

## What the setting needs to do to improve further

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

- make better use of opportunities to help children to further develop their speaking skills and vocabulary to a higher level and use expressive language in different ways
- extend the programme of professional development and evaluate the impact of staff practice with more rigour so that it is highly focused on raising the quality of interactions with children.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector held a meeting with the manager, deputy manager and a member of the committee, and looked at a sample of policies, including risk assessments. She viewed evidence of the suitability, qualifications and recent training of staff working in the pre-school.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

### Inspector

Tara Street

## Inspection findings

### Effectiveness of leadership and management is good

Since the last inspection, there have been several changes to the management and staff team. New staff and committee members receive a detailed induction process to help them to become familiar with the pre-school's policies and procedures. The management team follows effective recruitment and vetting procedures to ensure that staff working with children are suitable to do so. Staff are well qualified and benefit from regular supervision meetings with the manager and committee. Safeguarding is effective. All staff have attended recent child protection update training and this is a regular agenda item at supervision and team meetings. Staff are aware of the action to take if they are concerned about the welfare of a child in their care and of the whistle-blowing policy.

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

Staff complete regular observations of children's achievements. Managers and staff use these effectively to check children's ongoing progress to help close gaps in their learning. They provide stimulating activities indoors and outside that help children to become inquisitive learners. For instance, young children enjoyed exploring a tray of ice cubes using metal spoons and small paint brushes to move it around and observe it melting. Staff extended this activity well and encouraged children to make marks with the water and brushes to help increase their early writing skills. Older children eagerly worked together to sort a wide range of collage materials. They confidently chose which ones would work best before gluing them together to make a model. This helped to promote their creativity and their hand-to-eye coordination.

### Personal development, behaviour and welfare are good

Staff use a range of effective methods to teach children about values. This helps children to understand boundaries, the feelings of others and similarities and differences between themselves and others. Staff are positive role models. They take great care to ensure children behave well. Good attention is paid towards helping children understand how to take good care of their own needs and how to keep themselves safe. For example, children follow good handwashing procedures and are encouraged to put their own shoes and coats on to go outside. Children enjoy practising their physical skills outdoors. For example, young children excitedly used buckets and spades to scoop up freshly fallen snow. Older children enjoyed catching dripping water and adding soil to create their own 'muddy water', commenting that they had been, 'Hypnotised by the water'. There are good links with children's future schools and staff help children to be aware of the changes in preparation for moving on.

### Outcomes for children are good

Children arrive keen, enthusiastic and eager to learn. All children, including funded children, make good progress in relation to their individual starting points. When these are below those of other children of their age, children show improvement over time and the gap closes. Children make choices about their play and learning. Older children are sociable, inquisitive and eager to try out new things. Younger children listen attentively to stories and join in with familiar songs and rhymes. Children learn good skills to prepare them well for their next stage in learning.

## Setting details

|                                                  |                                                                                   |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                   | 311310                                                                            |
| <b>Local authority</b>                           | Kirklees                                                                          |
| <b>Inspection number</b>                         | 10067843                                                                          |
| <b>Type of provision</b>                         | Childcare on non-domestic premises                                                |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care                                                                     |
| <b>Age range of children</b>                     | 2 - 10                                                                            |
| <b>Total number of places</b>                    | 60                                                                                |
| <b>Number of children on roll</b>                | 123                                                                               |
| <b>Name of registered person</b>                 | Shepley Pre-School Playgroup Committee                                            |
| <b>Registered person unique reference number</b> | RP523059                                                                          |
| <b>Date of previous inspection</b>               | 10 July 2017                                                                      |
| <b>Telephone number</b>                          | 01484 606 022                                                                     |

Shepley Pre-School Playgroup registered in 1992. It is situated in a portable building in the grounds of Shepley First School in Huddersfield. The pre-school employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one at level 4 and one at level 6. The pre-school opens from Monday to Friday for 47 weeks of the year. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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