

# Norristhorpe Playgroup

United Reform Church, Lodge Lane, Norristhorpe, Liversedge, West  
Yorkshire WF15 7PG



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|--------------------------|------------------|
| <b>Inspection date</b>   | 11 February 2019 |
| Previous inspection date | 4 February 2016  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | 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

### This provision is outstanding

- The manager carries out regular and very robust supervisory meetings and appraisals with staff. These help to ensure that the excellent staff team shares their vision, determination and passion. The manager and staff are fully committed to providing the very best for all children.
- Staff are well qualified, passionate about their roles and extremely motivated. They have an excellent understanding of their role in promoting children's development. They deploy themselves very effectively and work in small groups, ensuring every child's care and learning needs are very precisely met.
- Children's behaviour is impeccable. Staff are excellent role models and positively promote children's good behaviour. They give children an abundance of praise.
- Partnerships with parents are superb and information is shared very effectively. The involvement of parents in their child's learning and care ensures that children's needs are quickly identified and exceptionally well met. The manager and staff have also built excellent relationships with other professionals and local schools. These result in extremely well-coordinated strategies that promote the excellent progress of all children.
- Children develop extremely secure relationships with their key person, other staff and each other. Staff take care to settle children quickly and well at the playgroup, as well as completing home visits. They collect and use a vast amount of information about children's individual needs and interests to ensure they settle well.

## What the setting needs to do to improve further

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

- continue to critically evaluate practice and access relevant training to maintain excellent outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including staff qualifications and their Disclosure and Barring Service checks. The inspector viewed the policies and procedures, including the safeguarding policy and children's learning records.
- The inspector spoke to a group of parents during the inspection and took account of their written views.
- The inspector spoke to staff and children throughout the inspection.
- The inspector toured all the areas of the setting.

### Inspector

Jane O'Callaghan

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The manager and staff are extremely clear about the procedures to follow in the event of a concern about a child in their care. It is evident that the staff team is very committed to making sure children achieve at the highest level. Highly developed ways of checking the quality of teaching and children's progress ensure that all achievements are excellent. There are outstanding self-reflection tools and excellent consultation with parents and children. The manager and team leaders continue to observe, discuss and evaluate practice. They plan to continue to provide staff with training opportunities to raise the quality of teaching with even greater success.

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

Staff build very successfully on what children already know and can do to extend their skills and understanding. For example, children are very enthusiastic as they go to the kitchen to decorate a gingerbread man. Staff encourage children to squeeze the tubes of icing and count how many buttons they are putting on. They encourage children to name the different colours they can recognise. This helps to promote children's early numeracy and recognition of colours in a fun and enjoyable way. All children benefit from daily sessions to develop their literacy skills. Younger children hear familiar stories and excitedly repeat refrains as they join in with the actions of songs and jump around the hall. Older children make links between letters and sounds they make. They have great fun as they spontaneously make up words beginning with the letter of the week. Staff are extremely friendly and approachable. Parents are provided with a vast variety of ways to communicate with staff and share their knowledge of their children's learning at home. This information is then used effectively to complete precise assessments and plan activities that successfully challenge every child.

### Personal development, behaviour and welfare are outstanding

The manager and staff have created challenging and exceedingly stimulating indoor and outdoor areas. Children are provided with a wealth of excellent learning opportunities that inspire their physical development. For example, children can access an extremely well-resourced outdoor area and a large indoor hall where they love dancing and jumping on the small apparatus. Children rapidly develop an understanding of the links between healthy food and good health when choosing their own snacks. An extremely strong key-person system is in place. Staff find out about children's personalities, play interests and ways in which they engage with other children. They know children incredibly well and are extremely nurturing in their care. Children form very close and trusting relationships with all staff.

### Outcomes for children are outstanding

All children make outstanding progress from their individual starting points, including those who receive funding or require additional support. Children show exceptional levels of confidence and a desire to communicate their ideas and thoughts. They listen very well and are very keen to respond when asked a question. All children are developing excellent skills for future learning and in readiness for their move on to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 311341  |
| <b>Local authority</b>                           | Kirklees  |
| <b>Inspection number</b>                         | 10063998  |
| <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>                             | Sessional day care  |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 80  |
| <b>Number of children on roll</b>                | 45  |
| <b>Name of registered person</b>                 | Norristhorpe Playgroup Committee  |
| <b>Registered person unique reference number</b> | RP904035  |
| <b>Date of previous inspection</b>               | 4 February 2016   |
| <b>Telephone number</b>                          | 01924 407 755   |

Norristhorpe Playgroup registered in 1972. It employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The playgroup opens on Mondays from 9am until midday, and Tuesday to Friday from 9am until 3.15pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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