

St James Playgroup

Gledholt Methodist Church, Edgerton Grove Road, Gledholt, Huddersfield
HD1 5QX



Inspection date

1 March 2019

Previous inspection date

27 September 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- It is too soon to see the impact of the new systems introduced to improve the quality of children's learning and their progress. Teaching standards are variable and staff do not consistently identify children's next steps in learning.
- The manager has not fully embedded ways to identify and compare the progress of different groups of children to help accelerate their progress even further.
- Monitoring of professional practice is insufficiently rigorous to inform targeted planning to extend the knowledge and teaching skills of staff.

It has the following strengths

- The manager and staff have worked closely with the local authority early years advisers to address the actions raised at the last inspection. Staff now fully understand their role in child protection.
- Staff have established positive partnerships with parents and other professionals. Parents receive daily verbal communication and are invited to attend the playgroup to share information about children's progress. Parents are complimentary about the playgroup.
- Children behave well. They demonstrate an appropriate understanding of the rules at the playgroup. Children willingly take turns, share and help each other in their play.
- Children are happy at the playgroup. Warm relationships between staff and children help them to feel safe and secure.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop the knowledge and skills of staff to help them to identify children's next steps in learning consistently.	04/04/2019

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

- improve the systems for monitoring of children's learning, to help identify and compare the progress of groups of children and plan ways to accelerate their progress to an outstanding level
- embed monitoring practices further that support staff to raise the quality of their practice to the highest levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of practice with the manager.
- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery, observation and assessment files, planning documentation and a selection of policies.

Inspector

Helen Sanders

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff are alert to possible signs that children may be at risk of harm. They know what to do if they have concerns about a child or the behaviour of a colleague. Staff are aware of their duty to protect children who may be at risk of exposure to extreme views and behaviours. The provider follows effective recruitment processes to check that staff working with children are suitable. The environment is risk assessed and staff check daily to ensure potential hazards to children's safety are minimised. The manager recently implemented a tracking system to monitor the progress of different groups of children. This requires further development to help to reduce gaps in learning rapidly. The playgroup has good links with professionals involved in children's care to support their learning and development, including those with special educational needs and/or disabilities. Although the manager has introduced regular observations and supervisions to monitor staff practice, inconsistencies in the quality of teaching remain. There are suitable processes in place to reflect on the service that the playgroup offers.

Quality of teaching, learning and assessment requires improvement

Staff gather information from families about what their children already know and can do, and they use this knowledge to identify their starting points. They observe children regularly. However, staff do not always identify children's next steps in learning. Consequently, planned activities are, at times, not well matched to children's abilities. The key-person system is effective. Children enjoy exploring the resources and finding out what they can do. For example, they delight in finding worms and spiders outdoors. Teaching is inconsistent and some staff do not use opportunities to extend children's learning. For example, when children are using art and craft materials to create a daffodil, staff do not encourage them to select their own resources or challenge them to write their names independently. However, children's communication and language skills are promoted well. All children engage in frequent story, song and rhyme times. They are interested in counting and identifying shapes, which helps to develop their mathematical skills.

Personal development, behaviour and welfare require improvement

As a result of weaknesses in leadership and management, children's development and welfare are not strongly supported. However, children form positive relationships with their key person and their peers. This promotes their confidence and self-esteem. Children are encouraged to be independent. For example, they put on their coats and wash their hands at snack time. Staff provide healthy snacks and opportunities for children to have access to outdoor play, to support their physical well-being successfully.

Outcomes for children require improvement

Overall, children are confident and sociable, which helps to prepare them for their move to school. However, due to inconsistencies in the quality of teaching, some children do not make the best possible progress. Nevertheless, children gain some useful skills in readiness for school. They develop good friendships with their peers. They enjoy drawing pictures and looking at books, and they enthusiastically join in with singing action songs.

Setting details

Unique reference number	EY339305
Local authority	Kirklees
Inspection number	10081138
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	14
Name of registered person	St James Playgroup (Marsh) Committee
Registered person unique reference number	RP522954
Date of previous inspection	27 September 2018
Telephone number	07900853728

St James Playgroup opened in 1966 and registered at the current premises in 2006. The playgroup employs six members of childcare staff, all of whom hold qualifications, one at level 2, four at level 3 and one at level 5. The playgroup is open Monday to Friday, from 9.30am to 12.30pm, during term time only.

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