

# Inspection of Hepworth Playgroup & Preschool

Village Hall Towngate, Hepworth, HOLMFIRTH HD9 1TE

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Inspection date: 7 November 2019

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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education                     | <b>Good</b> |
| Behaviour and attitudes                      | <b>Good</b> |
| Personal development                         | <b>Good</b> |
| Leadership and management                    | <b>Good</b> |
| Overall effectiveness at previous inspection | Inadequate  |

## What is it like to attend this early years setting?

### The provision is good

Children are happy and move confidently around the setting, independently selecting resources to support their play. They play an active role, sharing their ideas and making suggestions of how to extend activities. Staff know children well and meet their needs effectively. They take children's ideas forward and provide challenging activities that are meaningful for them. This helps to engage and motivate children to learn and make good progress. Children behave well and show a good understanding of what is expected of them and how to keep themselves safe. They follow the routines of the day well. Children sit and listen intently at group times, each taking their turn to talk and listen to others.

Staff help children to learn to count for a variety of purposes, including during everyday routines. This helps to prepare children well for their future learning and move on to school. Staff have a good grasp of what improvements will have the biggest impact on children and be most beneficial to their learning. They have recently considered how to make best use of the available space to encourage children's interest in reading. A recent move of the book area sparked a fresh interest for children so that they are not just enjoying books with staff but also independently and with their friends.

### What does the early years setting do well and what does it need to do better?

- Children are keen to learn and discuss their ideas. After listening to a favourite story, they decide to make a cave using large sheets and pegs. Children then developed this into a series of further activities, including searching for hidden bears of varying sizes and colours.
- Activities are well thought out and staff consider how best to motivate the children. They provide activities that capture children's interests across the seven areas of learning. For example, children with a keen interest in nature learn about the weight of different everyday items by weighing a conker and a pine cone, predicting which is heavier. During yoga sessions, children enjoy moving their bodies in a range of ways as they stretch up 'tall like trees' and balance on one leg, 'swishing' the other as they act out a story.
- Children practise writing in a range of imaginative ways, for example with their fingers in coloured sand and glitter, and outside with sticks in the mud kitchen. They join in with headcounts each day and select the correct number at registration. Children self-register, recognising their name card and tracing their name, before having a go at writing it themselves. Staff have purchased portable pen pots to encourage children to write for a range of purposes.
- Staff are proactive in working with professionals to ensure that children with special educational needs and/or disabilities get the appropriate support. Any gaps in children's development are quickly identified and addressed. Funding is

put to good use to ensure that it benefits children in the most effective way, helping them make good progress.

- Children behave well and staff model good behaviours. Staff encourage children to have good manners and to show care and concern for others. They support children to develop their independence.
- The staff work well together with managers to ensure that teaching remains of good quality. Reflection time is built in for staff to focus on their key children's information, so that they can reflect on the curriculum and their next steps in learning. This helps to reduce workload pressures outside of the setting and support staff's well-being.
- Parents speak highly of the pre-school and comment on how reassured they are by how well their children settle and are developing. They are happy with the feedback they receive and state that they are kept well informed about their child's progress. Key information is sought at the time of placement, which enables staff to cater well for children's needs and interests. Information from initial assessments is shared with parents soon after children start. However, information is not shared so promptly with other settings that children attend.
- Staff demonstrate a good understanding of how to self-reflect and make improvements to benefit children and continuously improve practice. However, they have yet to find the most effective way of involving parents and children to gather their feedback as part of this process.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of their responsibilities to safeguard children. They have attended training and are aware of reporting procedures should they have concerns about a child or the actions of a member of staff. Robust systems are now in place to ensure safer recruitment of the committee and that all the required checks are swiftly undertaken. Children are encouraged to take measured risks and to develop an understanding of how to keep themselves safe. For example, staff talk to them about the importance of keeping all four legs of their chairs on the floor and the reasons why.

## What does the setting need to do to improve?

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

- consider the timely sharing of initial baseline assessments with other settings children attend, to gain a more accurate picture of children's development at the start of their placement
- extend ways of involving and engaging parents and children in the self-evaluation process, to gain a wider view of the setting and aid continuous improvement.

## Setting details

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| <b>Unique reference number</b>                   | 311286  |
| <b>Local authority</b>                           | Kirklees  |
| <b>Inspection number</b>                         | 10107659  |
| <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 to 11   |
| <b>Total number of places</b>                    | 24  |
| <b>Number of children on roll</b>                | 55  |
| <b>Name of registered person</b>                 | Hepworth Playgroup Committee  |
| <b>Registered person unique reference number</b> | RP522967  |
| <b>Telephone number</b>                          | 01484 680070  |
| <b>Date of previous inspection</b>               | 10 May 2019   |

## Information about this early years setting

Hepworth Playgroup & Preschool registered in 1980. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including the manager, who holds level 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. It also offers out-of-school care from 7.30am until 9am and from 3.15pm until 6pm. The pre-school currently provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Annette Stanger

## Inspection activities

- The inspector carried out a learning walk, which consisted of the manager showing the inspector around all areas of the pre-school and explaining how the curriculum is delivered.
- The inspector observed the quality of teaching across the pre-school and the impact this has on children's progress.
- The inspector spoke with staff, parents and children during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at a sample of documents, including evidence of staff's suitability and qualifications, policies, planning documentation and children's learning records.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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