

# Inspection of All Saints Playgroup

The Function Room, Halifax, West Yorkshire HX3 0AQ

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Inspection date: 19 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children clearly enjoy their time at the setting. They concentrate well and busy themselves in a variety of activities. Staff know the children's capabilities and understand their different needs. Staff are quick to identify areas of focus, shaping the curriculum to provide challenge and build on what children know and can do.

Staff deployment is effective to ensure children are safe and can operate independently within the setting. Children behave well and show good levels of care and concern for others as they offer to help one another. Staff are skilful at knowing when to intervene and when to step back and allow children to resolve their own disputes. This helps children learn how to compromise as they listen to one another and agree a way forward. For example, by taking turns or deciding to share a popular book.

Staff regularly update parents on their child's progress and identify any areas where a child may need extra support or encouragement. Staff share examples with parents of how they can support and extend this learning at home. A love of books is actively encouraged in the setting. Children enjoy choosing books to take home and share with their family. Children return their books and show good recall about events in the story.

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

- Staff work well together as a team. They regularly discuss children's progress, any gaps in learning and how best to support them.
- Children develop good levels of concentration and memory, particularly evident during a matching game. Children pay close attention to what their friends are doing and saying. They work hard to remember where others have placed the cards they need. They remain focused, patiently waiting their turn.
- Children regularly count during activities. They talk about how many cards they have and how many more they still need to find. They talk about shape, height and length as they build. They use positional language, describing where different features are on the face. For example, 'above the eyes' and 'below the nose'.
- Children observe and talk about change as they watch ice melting and discuss what they can do to melt it faster. They suggest 'rubbing' it to warm it up and placing it next to the radiator. They describe how the ice was 'solid' and how it is now 'melting and dripping, turning from ice to water' and 'getting smaller'.
- Staff listen to children and ask them questions, allowing them time to think and respond. Staff model language well, introducing children to new words and their meaning. During group games, staff encourage children to take the lead to encourage their friends to listen to one another. They remind them to speak

slowly and clearly so all children can hear. Children ask 'Who's got the red spider, who's got the purple flower?' This helps to build children's confidence, speaking and listening skills.

- Children are independent and have a growing awareness of their physical needs. Staff provide support and gentle reminders to children about handwashing and toileting. Children develop good hand-eye-coordination as they thread items on a string. Staff model how to hold a pencil and paintbrush to gain good control. Children have access to wheeled toys and larger equipment to manoeuvre, balance and climb.
- Staff work closely with parents to find out what children can do and to identify any gaps in learning. Staff take swift action where they have concerns about a child's development, working in partnership with parents. For children who attend more than one setting, partnerships are not so well established. Information is not shared across settings to allow staff to gain a bigger picture of children's overall development.
- Children with special educational needs and/or disabilities are well supported and have one-to-one support. Staff have good working relationships with professionals involved with children. Staff follow the children's individual learning plans and ensure children are involved in activities that provide challenge and capture their interest. Additional funding is used to purchase resources that best support children to make good progress.
- Leaders and managers carry out regular appraisals and supervision. They support staff to attend training to deepen their knowledge and skills. However, leaders are not as effective at planning in time to reflect on the quality of teaching and learning experiences for children, to build on existing good practice.
- Parents report how well their children are progressing across all areas of development. They receive regular feedback, including advice on how to support their children's learning and development at home.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure all staff have an up-to-date knowledge of safeguarding. Staff attend regular training and are familiar with local procedures for reporting any child protection concerns to ensure children and families get the support they need.

Risk assessments ensure any hazards are kept to a minimum. Good arrangements exist to ensure all staff are aware of any specific needs a child may have. For example, in relation to any allergies or long-term medication a child may require.

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

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

- develop a more consistent approach to the sharing of information with other settings children attend
- plan in time to better reflect on the quality of teaching and learning experiences of children to build on the existing good practice and measure what is being done well and what could be further improved.

## Setting details

<b>Unique reference number</b>	EY431306
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10219913
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	All Saints Playgroup (Halifax) Committee
<b>Registered person unique reference number</b>	RP523307
<b>Telephone number</b>	07772 933 851
<b>Date of previous inspection</b>	2 May 2017

## Information about this early years setting

All Saints Playgroup registered in 2011. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday, term time only. Sessions are from 9.30am until 2.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Annette Stanger

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The manager and the inspector carried out a joint observation of a small group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playgroup.

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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