

Inspection of Salterlee Under Fives Playgroup

Salterlee Primary School, Kell Lane, Stump Cross, Halifax, West Yorkshire HX3 7AY

Inspection date:

7 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and confident. They have developed exceptional relationships with staff, whom they trust implicitly. Behaviour throughout the nursery is impeccable. Children are supported to understand and manage their own emotions. They are kind towards peers who may be upset.

Children show a strong desire to explore and learn. They approach their play with extremely high levels of determination and confidence. For example, older children eagerly accept the challenge to make dough into a variety of different-sized cupcakes. Staff expertly support children's experiences as they make links between play at home and nursery, using the wide range of utensils.

Staff use the local area extensively to broaden the range of learning experiences offered. Children are exposed to rich and diverse opportunities to learn about the world around them. For example, they enjoy outings to a local farm where they care for alpacas. Children are experts in their surroundings. They talk confidently about the life cycle of blackberries and the changing seasons.

Staff speak with immense pride about the wonderful achievements of all children. They have exceptionally high expectations of what children can achieve, and children display excellent attitudes to their learning. Staff encourage children to talk about their feelings. This helps them to understand the impact that their behaviours can have on others.

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

- The curriculum is expertly constructed to build on what children have already learned. Staff quickly identify where children need support and guidance. They plan meaningful activities to close any learning gaps. As a result, children, including those with special educational needs and/or disabilities (SEND), make excellent progress in their learning and development.
- Children become confident and fluent users of language. Staff support language development with exceptional skill. They ensure that all interactions are of a high quality, modelling language with precision and clarity. Where children's language skills are lower than expected, staff apply highly effective action to close gaps in progress. They make sure that children can communicate with high levels of confidence.
- Children learn to care for each other and develop excellent social skills. Staff teach children to manage their own conflict and resolve difficult situations for themselves. Older children help each other eagerly. For example, they remind their friends to bend their knees when walking down a steep incline. Children work together as a team. They follow the rules and make sure everyone is

equally involved.

- Staff understand exceptionally well the levels of development that children go through before they can become writers. They provide rich activities for children to build up their physical strength and hand control. Children become highly motivated to make marks in materials such as flour and water. They make impressive progress in making purposeful marks, such as letters in their name and a variety of familiar shapes.
- The innovative staff engage children in meaningful tasks to teach them about global factors, such as climate change. For instance, children actively recycle different materials and take part in community projects, such as litter picking. This empowers them to make a difference and supports them to adopt higher levels of respect, care and consideration for the world around them.
- Support for children with SEND is outstanding. Staff go over and above to secure timely interventions and target support for individual children, at the earliest opportunity. This is contributing to the rapid and substantial progress that all children are making over short periods of time.
- Children experience an entirely seamless move to school. Truly exceptional partnership working with the local schools creates a cohesive approach to supporting children in every element of their school readiness.
- Leadership and management of the nursery are outstanding and inspirational. The very knowledgeable and experienced manager and head of operations provide excellent support to the highly qualified staff team. Support for staff's continuous professional development is a priority. The dedicated staff benefit from opportunities to carry out roles and responsibilities that reflect their skills and interests.
- Partnerships with parents are excellent. Leaders and staff recognise that the range of vocabulary children acquire early on has a lasting impression on their future success. Parents talk with enthusiasm about the lending library and share how beneficial this has been in supporting their children's language at home. Parents praise how the nursery involves them in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an excellent understanding of all areas of safeguarding, including current legislation and guidance, such as the 'Prevent' duty. Staff have a very comprehensive understanding of what to do if leaders do not take action, and know how to escalate their concerns to other agencies. They ensure that children are safeguarded at all times, including respecting young children's dignity and privacy when changing nappies. Leaders and staff talk to children to ensure their voices are heard and to make sure they feel safe at nursery. Leaders have very robust vetting and recruitment systems to help ensure staff are suitable for their roles and responsibilities.

Setting details

Unique reference number	303799
Local authority	Calderdale
Inspection number	10131554
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	17
Number of children on roll	24
Name of registered person	Salterlee Under Fives Playgroup Committee
Registered person unique reference number	RP523706
Telephone number	01422 365464
Date of previous inspection	9 February 2016

Information about this early years setting

Salterlee Under Fives Playgroup registered in 1988. The setting opens Monday to Friday from 8.30am to 11.15am for children aged three to five years, and Tuesday to Thursday from 1.20pm to 3.50pm for children aged two to three years, during term time only. The setting provides funded early education for two-, three- and four-year-old children. It employs six members of childcare staff, all of whom hold qualifications at level 3 or above.

Information about this inspection

Inspector

Yvette Brown

Inspection activities

- This is the first routine inspection the provider has 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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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