

Inspection of Marsden Pre-School Playgroup

Lakeside, Marsden, Huddersfield, West Yorkshire HD7 6AE

Inspection date: 12 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 arrive at this friendly playgroup and are happy, confident and settled. On arrival, they hang up their coats and are eager to join their friends in activities in this well-resourced setting. Staff know the children well as they work well in partnership with parents. Parents feel involved in their children's learning as they are provided with home-learning bags. Staff adapt their teaching to ensure that children are building on their current knowledge. Children are engaged and eager to share their knowledge and opinions with visitors.

Children display a good sense of community at this setting. This is wonderfully modelled by the staff. Children display high levels of consideration for their friends as they take turns in sharing activities. They are confident in voicing their own thoughts and ideas. Children feel safe and secure as they understand the established routines. This results in a calm and safe environment. They enjoy selecting healthy snacks for themselves as they learn independence skills and how to make healthy choices in life.

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

- Children behave well in this setting. Staff are consistent and effective in modelling good behaviour. This results in children showing good levels of consideration for others as they are seen to take turns and share their toys.
- The setting is inclusive as children are able to recognise the differences between themselves and their friends. Children stand back as their friend has some time in his dark den. 'That's my friend's tent,' a child tells the inspector as he stands back patiently. Children are being well prepared to accept the uniqueness of others.
- The staff team has acted on previous recommendations regarding the support given to staff. Staff are well supported by the committee and have regular meetings to identify training needs. Support is also provided by officers from the local authority, who visit on a regular basis. They discuss staff development and any available training targeted to meet the needs of the children. Staff say that they feel well supported to develop their teaching skills.
- There is positive feedback from parents, who receive information about their children's learning. There are regular questionnaires to collect parents' views and suggestions. Therefore, parents feel included in their children's learning journeys. A learning bag is shared with parents. This currently contains shapes and helps parents to understand and support what their child is currently learning.
- Staff encourage children to develop great independence. For example, children wash their hands before pouring their own drinks and selecting a healthy snack. Children can also move freely between the indoors and outdoors, selecting the

activities that they like.

- There are lots of opportunities for children to extend their mathematical skills. The current focus is on shapes, which are available throughout the activities, both indoors and outdoors. Staff deliver effective teaching to meet the learning needs of each child. They model mathematical language well and children share their learning. 'It's a hexagon!' says a child, and he is provided with lots of praise. Children are making good progress in their mathematical development.
- Staff recognise that some children need additional support to develop their language. They adapt language to support the individual needs of each child and give opportunities for children to share their ideas and feelings. Staff know the importance of rhythm to promote language. They use music and instruments to promote language during circle time and interactions. Children are becoming confident communicators.
- The manager and staff are committed to developing practice and improving the learning outcomes for children. They have an informative induction process which enables staff to identify what the child already knows and to plan their learning journey. There are regular weekly meetings where staff discuss children's learning and their next steps. These also provide the opportunity for staff to reflect on the week and to develop practice. The setting is child-led as staff respond well to children's requests. 'Can we have a disco?' asks a child, as he flashes his torch on the ceiling. Staff are quick to respond and all the children dance. Children's learning needs are clearly identified, resulting in good levels of engagement.
- Children enjoy looking at books and select what they want to read in the book area. Staff interact to offer support at an appropriate level. The focus book at the moment is 'The Three Little Pigs', and children have been dressing up to role play. Staff recognise the importance of books, however, access to books is limited to the book area.

Safeguarding

The arrangements for safeguarding are effective.

The provider has thorough systems for recruiting and vetting staff to ensure that all individuals are suitable to care for children. Staff conduct effective risk assessments to ensure that children are kept safe and well. This includes assessing risks for all outings to ensure children's safety. Staff have a good knowledge of the indicators of child abuse and of how to report their concerns. Staff work closely with other professionals to safeguard children. Staff are committed to keeping their knowledge up to date with refresher training, and they display their certificates for parents.

What does the setting need to do to improve?

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

- enhance the opportunities for children to access letters and literacy in the outdoor area to help them to become fluent readers
- ensure that children have access to books throughout the setting to encourage their love of books.

Setting details

Unique reference number	311293
Local authority	Kirklees
Inspection number	10229407
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	17
Name of registered person	Marsden Pre School Playgroup and Toddlers Committee
Registered person unique reference number	RP910823
Telephone number	01484 845782
Date of previous inspection	17 January 2017

Information about this early years setting

Marsden Pre-School Playgroup registered in 1966 and is situated in Huddersfield. The pre-school employs three members of childcare staff. Of these, the manager holds a qualification at level 5 and the deputy manager has level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.45am until 11.30am each weekday, and from 12.45pm until 3.30pm on Monday, Tuesday, Wednesday and Thursday. The pre-school operates a lunch club each weekday, from 11.30am to 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Debbie Crookes

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector held discussions with the manager and carried out a learning walk with them. This helped her to understand how the manager organises the provision and curriculum.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke to children, parents and staff throughout the inspection.
- A joint observation was carried out with the manager and the inspector.
- The inspector held a meeting with the manager and deputy manager. She looked at various documents, including those relating to the suitability and qualifications of staff.

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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