

Inspection of Healey Playgroup

West Park Road, Batley, West Yorkshire WF17 7EL

Inspection date: 8 December 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and happy in this inclusive setting. Relationships among children, parents and staff reflect a positive and respectful culture. Leaders and staff have an admirable dedication to ensure that all children can succeed. Support for children with special educational needs and/or disabilities is good. Staff quickly create targeted support plans for children and work well with wider professionals. This ensures that all children make good progress.

Staff plan experiences that children may not have had before. Children learn about music from different cultures through performances from visiting musicians. They go on outings in the local community, with trips to the park and the supermarket to buy foods to eat at mealtimes. All children's unique backgrounds and beliefs are highly respected and welcomed. This includes holding Christmas and Eid parties, and taking part in Chinese New Year celebrations. These opportunities help to give children a breadth of enriching experiences and the knowledge and skills that they need for life.

Children demonstrate the impact of the curriculum as they recall previous learning. They talk about how some dinosaurs have wings and eat fish. Staff plan activities which consider children's interests. Overall, this helps them to display positive attitudes to learning. Staff introduce complex new vocabulary to children as they share stories and name 'velociraptors' and 'tyrannosaurus rex'.

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

- Leaders place an emphasis on establishing children's positive early eating habits. They recognise the importance of promoting diets which are rich in fruits and vegetables. Children take part in cooking activities where they make healthy foods such as vegetable stir-fries and taste cuisine from around the world. This helps to develop children's taste and knowledge about a range of foods, and also provides them with a healthy start to life.
- Staff have animated and expressive interactions with children which help to promote their thinking skills. For example, during an activity of 'snow' making, staff encourage children to think about what they will need to make it. This helps to promote children's ability to solve problems and think independently.
- Staff are clear about what they want children to learn. They carry out observations and assessments of children's development. This helps them to think carefully about what children already know when deciding what to teach them next. However, group activities are not always well planned to sustain children's attention. On occasions, younger children lose focus and do not benefit from planned learning.
- Children have a variety of opportunities to develop their physical skills. They

practice using their large-muscle skills as they climb frames and use hula hoops. They enjoy the outdoor space as they pedal bikes and move vigorously as they run and climb hills. Staff teach skills which help children to develop their small-muscle control. Children refine these as they use scissors to snip paper and roll dough. This helps to develop their precision, control, and hand-to-eye coordination for early writing.

- Generally, staff set clear expectations and boundaries for children. They talk about using listening ears and model using good manners. Staff treat children with compassion and respect. Overall, children's behaviour is good. However, on occasions, when children struggle with regulating their own behaviour, staff do not always help them to explore their own emotions and understand how their actions may impact on the feelings of others.
- Parent partnerships are effective. There is a warm, community feel, where families are widely welcomed into the setting. For example, parents who are chefs come in to lead cooking activities. Parents are kept well informed about their children's development. Staff ensure they have the strategies and guidance they need to support learning at home. Parents say that their children make good progress and 'love coming here'.
- Staff well-being is well promoted, and all staff report that they are happy working here. Leaders have thought carefully about how to promote staff morale through initiatives such as team building activities. Leaders, including the nominated individual, regularly evaluate and reflect on the standards of the playgroup. They have clear action plans in place. Staff carry out regular training to update their knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are clear on their responsibility to safeguard children. They complete regular training to ensure that their knowledge remains up to date. All staff have a clear understanding of the signs and symptoms that may indicate that a child is at risk of harm. They confidently discuss the reporting procedures, should they have concerns about children's welfare. Furthermore, all staff understand whistle-blowing procedures and how to report any concerns about adults working with children. Daily checks are carried out to ensure that the premises remain safe and suitable for children.

What does the setting need to do to improve?

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

- organise group activities to support all children's learning, particularly younger children
- make the most of opportunities to help children explore their own emotions and

understand how their actions may impact on the feelings of others.

Setting details

Unique reference number	311327
Local authority	Kirklees
Inspection number	10301377
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	60
Number of children on roll	31
Name of registered person	Healey Playgroup Committee
Registered person unique reference number	RP524166
Telephone number	07892 943221
Date of previous inspection	26 January 2018

Information about this early years setting

Healey Playgroup registered in 1993. It is located in Batley, West Yorkshire. The playgroup employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including one at level 6. The playgroup opens Monday, Tuesday, Wednesday and Friday, term time only. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Copland

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy 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 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 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 carried out joint observations of group activities with the deputy manager.
- The deputy manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to several parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023