

# Inspection of Elland Under 5's Community Playgroup

All Saints Church, Savile Road, Elland HX5 0NH

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Inspection date: 16 January 2024

<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 benefit from the warm and welcoming environment the manager and staff create for them. Children come into the setting happy and eager to play. They build strong attachments with staff and demonstrate high levels of confidence and self-esteem. Staff act as positive role models to children with their kind and nurturing approach. This has a positive impact on children, who learn how to negotiate, cooperate and share with their friends.

Children benefit from the very well-planned curriculum. They have a wide range of opportunities to learn about the world and people beyond their own experiences. For example, children learn about the differences and similarities between people and communities. They explore the natural world around them while growing plants and learning how to take care of these. Staff teach children about the solar system, which they have shown a keen interest in. They talk to children about the things they can see, such as the moon and stars. Staff read books about space to children and extend this by providing opportunities for them to create rockets during creative activities. Children proudly showcase their artwork that is displayed on the walls and talk about what they have learned to visitors.

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

- The manager has clear aims for what they want children to learn. Staff monitor children's progress through observations and assessments and use these to identify any gaps in their learning. Staff effectively implement the curriculum plans during free-flow play and child-led activities. However, some staff do not consistently implement the learning intentions planned for children during adult-led activities. As a result, some children are not consistently challenged to build on what they already know and can do during these times.
- Children have good opportunities to develop their literacy skills. For example, staff provide a narrative during children's play and build on their vocabulary well. They encourage children to use descriptive and action words during their play. Staff are skilled at supporting children who are developing their emerging communication and language skills. They speak clearly and accentuate different sounds to help develop children's speech. As a result, all children, including those with special educational needs and/or disabilities, make good levels of progress.
- The manager and staff give high priority to children's health. They provide children with daily opportunities to exercise and develop their physical skills during indoor and outdoor play. The manager and staff have undertaken further training to help them support children who are reluctant to try new foods. They have implemented effective ways to introduce new foods to children and teach them about the importance of making healthy choices.

- Staff promote children's independence during free-flow play and at mealtimes. However, on occasions, staff do not consistently promote children's independence during adult-led activities. For example, staff complete tasks for children which they are capable of learning to do themselves. This does not help to prepare children well for their future learning and eventual move to school.
- Parents and carers are complimentary of the playgroup. They make comments about the 'fantastic job' the manager and staff do in supporting their child. They receive updates on the levels of progress their child is making through regular discussions and termly meetings. Parents and carers are included in making decisions about what their child learns next. They receive support to continue their learning at home.
- The manager and staff work in partnership with external professionals to ensure children receive the support that they need. For example, they engage in extra coaching and mentoring opportunities provided by other agencies. The manager and staff evaluate their practice and incorporate what they have learned into children's learning plans. This helps to ensure all children receive the individual support that they need from the earliest point.
- The manager holds regular team meetings and supervisions with staff to reflect on their practice and identify areas to improve. Staff contribute positively to the development of the playgroup. They complete regular training and share this with the rest of the staff team, who are receptive to change. Staff report that they feel well supported in their roles.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- ensure staff consistently maintain the good implementation of the curriculum to help build on what children already know and can do, particularly during adult-led activities
- promote children's independence in all areas of their learning, to ensure that they are well prepared for their future learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY470758
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10301364
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Wilde, Cheryl
<b>Registered person unique reference number</b>	RP904982
<b>Telephone number</b>	07940724212
<b>Date of previous inspection</b>	24 January 2018

## Information about this early years setting

Elland Under 5's Community Playgroup registered in 2013. The playgroup employs six members of childcare staff. Of these, one holds a level 6 qualification and five hold level 3 qualifications in childcare. The playgroup opens from Monday to Friday, during term time only. Sessions are from 7.45am until 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jennifer Dove

## 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 manager and inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector talked to children, parents and staff at appropriate times 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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