

Inspection of Linden Playgroup

St Cuthberts Church, Linden Road, Birkby, Huddersfield, West Yorkshire HD2 2TP

Inspection date: 7 March 2024

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 are motivated, independent learners who persevere well on tasks with support from staff. The curriculum provides children with challenge to build and deepen their knowledge across the different areas of learning. Staff provide targeted support to encourage all children to make those next steps in their learning journey, including children with special educational needs. Staff work well with professionals to ensure that children get the support they need to make good progress from their initial starting points.

Staff engage in lots of dialogue with children and ask well-timed questions, encouraging children to talk about what they are doing and to think and recall knowledge. Many of the children speak English as an additional language and most of the staff are bilingual. Staff value children's home language and provide good levels of support to further aid children in learning English.

Staff recognise the importance of sequencing in learning and provide lots of opportunities for children to apply their learning in different ways. This helps children to grow in confidence and ensure that knowledge is embedded. Children learn about the names of different shapes and recall this knowledge well during different activities. They point out that an oval looks like an egg. Some children are also able to identify three-dimensional shapes.

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

- The curriculum is carefully designed to build on what children know and can do and to ensure that they are exposed to a range of challenging experiences. However, consideration needs to be given to the organisation and planning of whole-group activities. The abilities of the children are wide ranging and activities are not always beneficial to younger children's learning.
- Staff generally encourage children's communication and language well. Some children can identify the initial letter sound in their name but staff are not always consistent in their approach to using pure sounds and instead add additional sounds. For example, they say 'nu' instead of 'nnnn' and 'fu' instead of 'fffff'.
- Children are physically very able and enjoy a challenge. They are encouraged by staff to become increasingly independent, for example by putting on their coats and attempting the fastenings. This is just one of the ways in which they help to prepare children for their transitions to school. Children show good control as they skilfully balance on tyres and safely manoeuvre bicycles around obstacles. A range of activities help children to develop strength in their hands and improve their control and coordination. For example, children engage in threading activities and use a range of tools, including tweezers, to transfer pom-poms into containers.

- Staff provide lots of opportunities for children to count during everyday activities. Staff keep the numbers small to ensure that children have a secure knowledge before progressing to larger numbers. Children set themselves challenges to match the numbers on a display to the corresponding number of scarecrows. They count the spots from one to 10 and match the corresponding number.
- Children are encouraged to develop a love of books. Books are taken outside to enjoy, as well as inside, and children enjoy looking at these both alone and with staff. Children talk about what they see and what is happening. This helps to develop their language. Staff support children's language by recognising and valuing children's home language and then repeating the words back to them in English to support their development.
- Staff work well in partnership with parents. They find out about what children can do when they first start at the playgroup. This allows them to successfully build on children's knowledge and skills and identify any gaps in learning. Parents value the regular feedback they receive on their child's progress and how they can best support their child. Policies and procedures are available in a variety of languages and staff provide good support for families and signpost them to additional services as needed.
- The team of staff work together effectively. They attend regular supervision sessions and staff meetings to reflect on their practice. Staff attend regular training to keep their knowledge up to date, which helps to improve outcomes for children.

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:

- consider the arrangements and planning of whole-group activities to ensure that all children get the most from these sessions
- ensure that practice is consistent when supporting children's communication and language.

Setting details

Unique reference number	311275
Local authority	Kirklees
Inspection number	10317001
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	42
Name of registered person	Linden Playgroup (Birkby) Committee
Registered person unique reference number	RP519333
Telephone number	07593349786
Date of previous inspection	2 May 2018

Information about this early years setting

Linden Playgroup registered in 1993. The playgroup employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. One member of staff and the manager also hold an appropriate early years degree. The playgroup is open from Monday to Friday, term time only. Sessions are from 8.45am to 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports a number of children who speak English as an additional language and those with special educational needs.

Information about this inspection

Inspector

Annette Stanger

Inspection activities

- This was the first routine inspection the playgroup 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 playgroup.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector had a learning walk together to discuss the intentions for children's learning.
- The inspector spoke to children to find out about their time at the playgroup.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector carried out a joint observation of a large-group activity with the manager.
- 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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