

Salterlee Under Fives Playgroup

Inspection report for early years provision

Unique reference number	303799
Inspection date	26/03/2009
Inspector	Dr Mujahid Ali
Setting address	Salterlee Primary School, Kell Lane, Stump Cross, Halifax, West Yorkshire, HX3 7AY
Telephone number	01422 365464
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Salterlee Under Fives Playgroup was registered in 1980 and is a voluntary organisation that is managed by a committee. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The playgroup operates within the dining room of Salterlee Junior and Infant School, Halifax. Children have access to the school's facilities, such as the information and communication technology suite. The nature garden and an outdoor play area are shared with the school.

The playgroup is registered for a maximum of 17 children from two years to under five years at any one time. It is open, during term time only, on Monday to Friday from 08.45 to 11.15 for children receiving funded nursery education. It is also open Tuesday, Wednesday and Thursday from 13.10 to 15.40 for children under three years. There are currently 39 children on roll and of these 30 children receive funding for nursery education.

The playgroup serves the local community and supports children with learning difficulties and/or disabilities and those who speak English as an additional language. There are six members on the staff team, of whom four are appropriately qualified in childcare to level three. The playgroup receives support from the Pre-school Learning Alliance and the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's uniqueness is recognised and understood by all staff who successfully meet their ongoing needs. Children are happy, confident and sociable and make good progress in their learning and development as they enjoy coming to the playgroup. The continuity between indoor and outdoor activities and the promotion of children's language skills are not quite as strong as other areas of provision. Children's safety and welfare is prioritised and they have great fun in an exceptionally healthy, welcoming, inclusive and enabling environment. Excellent partnerships with parents strongly support continuity for children. The management team has clearly identified strengths and areas for development and demonstrates good capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure indoor learning mirrors outdoor activities
- ensure the indoor environment promotes and develops language through quality print and labelling.

The leadership and management of the early years provision

Children are cared for by a skilled, well qualified and dedicated staff team. Regular staff meetings ensure that activities and experiences are securely linked to children's interests, enthusiasms and capabilities. Excellent partnerships and sharing of information with parents, carers and others involved with the children's well-being are highly beneficial in helping to meet children's individual needs and to promote their learning and development. The partnerships are based on an effective key person system and ensure any children with specific needs are well supported and able to develop to their full potential. Parents speak highly of the quality of care their children receive and the caring attitude of the staff.

Effective management ensures that all children enjoy challenging experiences that are well tailored to meet their needs. The manager and staff are enthusiastic, committed and work well together as a strong and supportive team. Their good understanding of the setting's strengths and weaknesses is derived from regular self-evaluation and implementation of action plans. The setting has in place all required policies and procedures, such as for assessing risks or caring for children with learning difficulties and/or disabilities, or those who speak English as an additional language. This means that it is managed safely, efficiently and in the interests of all its users. All recommendations from the previous inspection have been successfully tackled. Children are safeguarded by staff who have an excellent understanding of the issues surrounding child protection and recognise that this is their first priority. Robust procedures are in place for the recruitment, vetting, induction and training of staff. All children are treated with equal concern and staff ensure each child is able to join in at their own level.

The quality and standards of the early years provision

Children are actively involved in a range of adult-led and self-chosen activities and experiences which helps them to learn, develop and make good progress. Children's key person effectively uses the information gained from systematic observation and assessment of individuals' interests and progress, when planning the following week's activities. The staff have a secure understanding of how children in the early years age group develop and learn. Activities cover all six areas of learning and comprehensively support children's understanding of a range of challenging ideas. However, indoor provision does not always reflect outdoor activities and this interrupts the continuity of children's learning.

Adults support children's learning well as they are on hand to interact, question and extend their play. Children's language and literacy skills are developed through their love of books and taking part in relaxed conversations and topical discussions that help them become confident communicators. However, limitations in the quality of print and labelling mean opportunities are missed to promote their language skills even more effectively. Children's acting out of scenarios during imaginative play helps to develop the problem-solving skills needed to promote their future economic well-being. Children work and play well together, concentrating well, taking turns, sharing and giving consideration to each other.

They respond well to staff's expectations and understand the need for responsible, safe behaviour. As a result, they are well behaved and thrive in the positive learning environment. Staff warmly praise all children's efforts and display their creative work. This shows them that their contributions are highly valued. It also helps them to feel proud of their achievements and to develop the confidence to express their own ideas and feelings, and to try new challenges.

Children are settled and happy during their time at playgroup because staff care for and protect them well within a warm, safe environment. The staff are calm and relaxed and relate well to each child, recognising their unique qualities. This results in children developing a positive attitude towards learning which they demonstrate in their ongoing interest and good concentration skills. They relish being independent and enjoy helping staff with simple tasks such as tidying up. They willingly help to pour drinks. Children learn how to stay healthy. They benefit from nutritious snack foods and independent access to drinking water. Children develop good personal hygiene routines as they eagerly wash their hands before eating. Their all-round personal development is excellent.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.