

Harewood Centre Playgroup

Harewood Centre, Harewood Avenue, PONTEFRACT, West Yorkshire, WF8 2ER

Inspection date

16/06/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Staff fully understand the arrangements for safeguarding. They know the procedures to follow if they have concerns about a child's welfare and take appropriate action to address potential hazards. As a result, children are kept safe from harm.
- Staff have a good understanding of the progress children are making. They accurately identify children's next steps in learning and use the information to plan effectively for their individual learning needs. As a result, children are well challenged and make good progress across all areas of learning.
- Children are motivated to learn because staff are skilled at teaching. They follow children's interests and facilitate their ideas. As a result, children are continually absorbed in purposeful play.
- Staff have a good working partnership with parents and others. This ensures all parties work together to meet children's learning and care needs.

It is not yet outstanding because

- There is scope support children to make more choices about their play and learning and to build further on their prior skills and knowledge when they are outside.
- There is scope to engage parents more fully in sharing information about their children's learning at home, so that staff have a comprehensive picture of each child's achievements on which to base plans for their future learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of adults working with children.
- The inspector discussed the setting's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day, and the information included in the setting's own parent questionnaires.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with children.

Inspector

June Rice

Full report

Information about the setting

Harewood Centre Playgroup was registered in 2005 and is on the Early Years Register. It is adjoining Harewood Centre Nursery School in Pontefract and is managed by Harewood Centre Nursery School governing body. The playgroup serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The playgroup employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The playgroup opens Monday to Friday term time only. Opening times are from 9am to 11.30am Monday to Friday, and 12.30pm to 3pm Monday to Wednesday. Children attend for a variety of sessions. There are currently 54 children attending who are in the early years age group. The nursery provides funded early education for two-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the outdoor environment so children can make more choices about their own play and learning and can build on the skills and knowledge they gain through indoor activities
- support parents more effectively to share relevant information about their children's learning at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff accurately assess children's progress and clearly demonstrate that all children are continuing to make good progress from their starting points. The assessment process involves parents and/or carers, and other professionals who contribute relevant information about what children can do. As a result, identified next steps are well focused and contribute to extending children's skills particularly in their personal, social and emotional development, communication and language and physical development. All staff are involved in planning the educational programmes for their key children. As a result, children's individual learning needs are given priority.

The quality of teaching is good. It is rooted in staff's knowledge and understanding of how children learn and the skills they use to support children to become effective learners. Staff plan and provide a wide range of learning opportunities that result in children being continually absorbed in purposeful play. Children are equally comfortable in small group activities and working alone. This shows children are well motivated and interested in

learning. As a result, children make good progress in their development and are well prepared for their next learning experience, such as school. There is an emphasis on developing children's confidence and communication skills. Staff make good use of verbal and non-verbal communication, such as simple sign language and facial expressions to communicate with children. They listen carefully to what children are saying and introduce new words which children repeat. As a result, children extend their vocabulary and become more confident communicators. Staff are very observant and interested in what children are doing. When children find a beetle inside, staff extend their interest as they suggest they find a magnifying glass so they can see it more closely. They are encouraged to count the legs, talk about the colour and size of the beetle and use a poster of insects to help identify what it is. Children recall past activities as they select a book about the life cycle of a tadpole. They enjoy explaining that the tadpole grows a tail and legs before turning into a frog. This promotes children's understanding of the world.

The key-person system is well established. Parents are informed who their child's key person is and they comment that they are kept well informed about the progress their children are making. They provide parents with additional information about how they can build on their children's communication and literacy skills at home. As a result, children continue to make good progress. The setting provides some opportunities for parents to share information about what their children are learning at home. However, these strategies do not effectively engage all parents, so staff do not always have a comprehensive overview of each child's achievements, on which to base plans for their future learning.

The contribution of the early years provision to the well-being of children

Staff effectively promote children's health and well-being by teaching them how to be healthy. For example, they effectively plan and provide opportunities for children to be physically active. The outdoors is suitably planned to provide children with open space to run, ride bikes and play ball games. Children's skills in balance and coordination are developed as they jump along stepping stones and step up and down crates. Children plant and tend seeds to help them learn that they need a combination of fresh air, water and healthy food to grow. Children are provided freshly prepared snacks of fresh fruit, vegetables, water and milk. They use fresh fruit and vegetables in role play which encourages them to try different foods. As a result, children learn to eat and drink healthily. Staff teach children a song that helps them understand how to wash their hands properly and children help themselves to a tissue to wipe their own nose. Staff help children to learn to manage risks through their daily routine and activities. For example, children are provided with an environment which they can freely explore in safety and select resources appropriate to their age and stage of development. Staff are vigilant as they supervise children in play and their interventions are very well timed. For example, they see children begin to climb or negotiate a piece of equipment and gently remind them to take a little time to think about what they are doing. As a result, children learn to consider the risks and this helps them behave in ways that are safe for themselves and others.

The indoor environment is very well planned. It is enhanced through the good use of

resources and the wide variety of opportunities that promote children's independence and choice. It is rich in signs, symbols, numbers and words. Resources are clearly identified to further promote children's ability make choices. As a result, children learn to become independent learners. However, there is scope to make the outdoor environment more highly stimulating. For example, some resources are stored out of reach and do not have labels or pictures to help children identify them. Consequently, on some occasions, the opportunities for children to be more independent in their choices as they explore the outdoor environment are reduced. There are high expectations for good behaviour. Good opportunities are provided for children to work together. This supports children's personal social and emotional development well. As a result, children are well behaved and learn to cooperate with others. This helps to prepare children for their next learning environment, such as school.

The onward transition from home into the setting is well managed. For example, there are effective systems in place to ensure that parents share appropriate information about their child's individual care needs. Staff encourage parents to visit with their children for short periods before leaving them. This provides children with time to develop a relationship with their key person and as a result they settle quickly. Children have good relationships with staff who are friendly and supportive. They show through their body language that they feel safe and reach out for the attention of familiar adults when they are upset, frustrated or wanting to share an experience.

The effectiveness of the leadership and management of the early years provision

Staff demonstrate a good understanding of child protection and are confident in their ability to implement procedures effectively in order to protect them. Robust recruitment procedures help ensure that all staff working with children are suitable to do so, including students and bank staff. All required documentation is in place. Robust risk assessments clearly identify possible hazards and the action taken to reduce any risks to children. This helps to ensure children's safety and well-being.

Staff are supported in pursuing their professional development and are encouraged to continue to attend appropriate training. The performance of their practice and the impact on children's learning is well monitored. Annual appraisals are planned and supervision meetings are completed. This ensures that staff are well mentored and demonstrates a commitment to continued improvement. Staff work closely with parents, external agencies and other providers in order to support children with special educational needs and/or disabilities and their families. Progress checks for children between the ages of two and three years are completed in a timely fashion to ensure that any gaps in learning are identified quickly. As a result, children and their families receive the support they need.

Leadership and management reflect critically on the quality of the care and education they provide for children and successfully identify areas for improvement. These include staff development and support, the continued evolution of systems to assess children's progress and the development of the indoor and outdoor play areas. As a result, staff supervision meetings have been successfully introduced, the systems for assessing

children's progress have been adapted and the indoor environment has been redesigned. This has improved staff support, provided a visual record of children's progress for parents and improved the independent learning opportunities for children indoors. Parents and carers are provided with the opportunity to voice their opinion on the care and learning provided. They are complimentary about staff and comment on how well they work with other professionals to ensure children continue to make the best progress they can.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY306929
Local authority	Wakefield
Inspection number	820319
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	54
Name of provider	Harewood Centre Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	01977 722 837

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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