

Salterlee Under Fives Playgroup



Salterlee Primary School, Kell Lane, Stump Cross, Halifax, West Yorkshire, HX3 7AY

Inspection date	9 February 2016
Previous inspection date	26 March 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children with special educational needs are supported remarkably well. The playgroup works closely with other professionals and outside agencies to ensure that children's needs are quickly identified and exceptionally well met.
- Children are highly valued and respected as unique individuals in this setting. The manager has extremely high aspirations for them and their families.
- Teaching is outstanding. Staff provide a rich and varied environment for children. They plan a superb range of playful experiences that particularly enthuses and motivates children to learn.
- The voice of children is central to the setting's continuous improvement planning. The views of parents, partners, agencies and the local authority are all taken into account. The setting strives for excellence and promotes the best possible outcomes for all children.
- Children's behaviour is exemplary. Staff have very high expectations of the children and are excellent role models. Staff are extremely precise in their feedback to children about their positive behaviour and use a wide variety of prompts to help them do the right thing. Children are very aware of each other's needs.
- Highly effective partnerships with the host school and other settings help to ensure continuity of children's care and learning is seamlessly provided.
- Children's welfare and happiness are given the utmost priority. Staff are extremely caring and highly responsive to children's individual needs.

What the setting needs to do to improve further

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

- review and evaluate the impact of the additional ways that children's progress is to be monitored, and analyse the achievement of different groups of children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's records, planning documentation, a range of policies and procedures and evidence of the suitability of staff working in the provision.
- The inspector discussed the setting's quality improvement planning with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and deputy.
- The inspector spoke to a small selection of parents and professional partners during the inspection and took account of their views.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff are very well trained and have a robust understanding of their responsibility to safeguard children. They are extremely vigilant. Staff are kept particularly well updated in their knowledge by the safeguarding lead officer. They know what to do should they be concerned a child is being abused. Policies and procedures are extremely comprehensive and are quickly reviewed to reflect changes to practice. The well-qualified staff team is extremely reflective and highly focused in their professional development. They maximise the impact of training by regularly cascading information to each other. Staff are highly motivated to be involved in numerous groups, networks and partnerships that improve their knowledge and skills continually. Rigorous supervision, regular opportunities to share ideas, and the accurate monitoring and analysis of children's learning raise the quality of the teaching to an outstanding level. The manager intends to review and evaluate her analysis of the achievements of different groups of children.

Quality of teaching, learning and assessment is outstanding

Accurate observation and thorough assessment procedures ensure that planning is highly individualised for each child. Gaps in development are swiftly identified and interventions developed that support children to make excellent progress from their starting points. Children are highly motivated learners and demonstrate a strong willingness to explore and try new things. Staff promote children's thinking and problem-solving abilities exceptionally well. For example, staff model excellent thinking skills as they encourage children to consider how they are going to make a puddle and estimate how much more water they will need. Staff are exceptionally skilful in supporting children to acquire superb mathematical skills. Children confidently identify what they will need to successfully complete what they set out to do. Staff expertly help children to consolidate their learning and consider what will work. Children concentrate intently and work collaboratively to solve problems exceptionally well. Staffs teaching of language to all children is exemplary. They match their teaching to children's exact levels of development to move them on in their personal achievements.

Personal development, behaviour and welfare are outstanding

Children's physical and emotional well-being are promoted exceptionally well. Staff provide plentiful opportunities for children to enjoy fresh air and exercise, which contributes towards a healthy lifestyle. Children thrive and staff constantly recognise and praise their efforts and achievements. Parents are extremely complimentary about the quality of the staff team and all aspects of their children's learning. They are particularly confident that their children are safe and well looked after. They highly value the individual ideas and suggestions from staff that help them to extend their children's learning at home.

Outcomes for children are outstanding

Children of all ages and abilities gain the confidence and skills they need for the next stage in their learning, including the move to school. All children make consistently high rates of progress in relation to their starting points.

Setting details

Unique reference number	303799
Local authority	Calderdale
Inspection number	867496
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	17
Number of children on roll	28
Name of provider	Salterlee Under Fives Playgroup Committee
Date of previous inspection	26 March 2009
Telephone number	01422 365464

Salterlee Under Fives Playgroup was registered in 1988. The setting opens Monday to Friday from 8.30am to 11.15pm for children aged three to five years, and Tuesday to Thursday from 1.20pm to 3.50pm for children aged two to three years, term time only. The setting provides funded early education for two-, three- and four-year-old children. The setting employs six members of childcare staff, all of whom hold qualifications at level 3 or above.

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