

# All Saints Playgroup

The Function Room, Spring Hall Mansion, Halifax, West Yorkshire, HX3 0AQ



<b>Inspection date</b>	2 May 2017
Previous inspection date	24 June 2015

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

## Summary of key findings for parents

### This provision is good

- Staff effectively support children who have special educational needs and/or disabilities. They work alongside parents, other professionals and external agencies well to meet children's learning needs.
- Staff use information gained from their observations to plan for what children need to learn next. This contributes towards children making good progress across all areas of learning.
- Thorough recruitment and induction procedures help to ensure staff are suitable to work with children. The leaders have effective systems in place to ascertain the ongoing suitability of staff.
- Children settle easily and are happy as they play. Staff support children very well as they move from home to playgroup and into school to make sure their emotional well-being is maintained.
- Staff effectively implement comprehensive policies and procedures to promote children's health, safety and welfare.

### It is not yet outstanding because:

- The leaders do not consistently focus their methods of monitoring staff performance on raising the quality of teaching and learning to an outstanding level.
- Leaders have not yet identified highly effective ways to obtain all parents' views of the playgroup as part of the self-evaluation process.

## What the setting needs to do to improve further

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

- focus more precisely on the targeted support staff need to raise the quality of teaching to an outstanding level, in order to help children to make better than good progress
- identify and implement methods of self-evaluation that include all parents' views when prioritising future improvements.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with one of the playgroup leaders.
- The inspector engaged in discussions with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting and had discussions with both the playgroup leaders. She looked at relevant documentation, such as evidence of the suitability of staff working in the playgroup.

### Inspector

Judith Bodill-Chandler

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The leaders and staff clearly understand the procedures to follow should they have concerns about a child's well-being. Staff use risk assessments to reduce hazards. For example, they check daily that the outdoor spaces are clear of rubbish and that surfaces are safe to play on. Children's progress is effectively tracked and this information is used to plan for any gaps in learning or specific needs. The leaders and staff identify key areas for development and are proactive in self-evaluating practice overall. Staff have access to regular training to keep their knowledge and skills up to date, although this could be more sharply focused on their development needs.

### Quality of teaching, learning and assessment is good

Staff are well qualified and have a good knowledge of child development. They are skilled at talking to the children and building on their existing vocabulary and knowledge. For example, they introduce children to the role of paramedics and how they help us. Older children are encouraged to develop their descriptive language as they talk about how different fruits feel and taste. Staff use many different opportunities to develop children's mathematical knowledge and skills. For example, they encourage children to recognise and order the numerals they find in the sand. Partnerships with parents are good. Staff share activities with parents and help them further support their child's learning at home. Parents are happy with their children's care and learning.

### Personal development, behaviour and welfare are good

Children benefit from plenty of fresh air and enjoy being active outdoors. Staff interact enthusiastically with children to stimulate and motivate their physical development. Children's behaviour is good. Staff are positive role models and encourage children with praise and a good level of individual attention. The indoor and outdoor learning environments are stimulating and provide plenty of opportunities for children to make independent choices in their play. Children learn about foods that are good for them and enjoy tasting activities and healthy snacks. Children have opportunities to gain a good knowledge and understanding of diversity through a range of activities and resources.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in relation to their starting points. Children are independent, enthusiastic learners. They play well together and build good friendships. For example, outdoors they take it in turns to roll a ball to knock over the skittles. Children develop good self-care skills and gain independence. They wash their hands before handling food and put on their own coats and shoes before they go out to play. Children have good foundations for the next stages in their learning and ultimately their move to school.

## Setting details

<b>Unique reference number</b>	EY431306
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1094983
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	All Saints Playgroup (Halifax) Committee
<b>Registered person unique reference number</b>	RP523307
<b>Date of previous inspection</b>	24 June 2015
<b>Telephone number</b>	07772 933 851

All Saints Playgroup registered in 2011. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday, term time only. Sessions are from 9.30am until 2.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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