<table>
<thead>
<tr>
<th><strong>Unique Reference Number</strong></th>
<th>508046</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inspection date</strong></td>
<td>09 October 2006</td>
</tr>
<tr>
<td><strong>Inspector</strong></td>
<td>Susan Magaret Lyon</td>
</tr>
</tbody>
</table>

**Setting Address**

Mills Hill Baptist Church, Mills Hill Road, Chadderton, Oldham, M24 2FD

**Telephone number**

0161 284 2413 and 07961 251 012

**E-mail**

Mills Hill Playgroup

**Registered person**

Mills Hill Playgroup

**Type of inspection**

Integrated

**Type of care**

Sessional care
ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the Curriculum guidance for the foundation stage.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality
Good: this aspect of the provision is strong
Satisfactory: this aspect of the provision is sound
Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet Are you ready for your inspection? which is available from Ofsted’s website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Mills Hill Playgroup opened in 1987 and operates from a church hall in Chadderton, Oldham. The group is registered to provide sessional care for 28 children and has shared use of three play rooms. There are 25 children on roll, and currently no children are in receipt of educational funding. The playgroup provides care for children in the local community and operates Monday to Friday from 09.30 to 12.00 and 12.30 to 15.00 term time only. There are six members of staff, half of whom are qualified. The group receive support from Oldham’s Early Years team and is a member of the Pre-school Learning Alliance,

This inspection was carried out under the provisions of Part XA of the Children Act 1989, as inserted by the Care Standards Act 2000.
THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children understand simple satisfactory hygiene practices, such as washing hands after toileting and before food. They are cared for in a clean and hygienic environment. Children are adequately protected from infection through the use of paper towels in the bathroom, appropriate nappy changing routines and the exclusion of children who may be infectious. Children stay healthy through enjoying indoor activities using a range of age appropriate equipment to promote physical development, for example bikes, slides, hoops and footballs.

Children are nourished through healthy snacks, such as fresh fruit. They learn about foods that are good for them through discussions with staff, for example, ‘fruit is good for you, it makes you grow big.’ Their individual health and dietary needs are appropriately met through discussions with parents and recording special diets and allergies. However, water is not easily accessible, therefore children lack the opportunity to hydrate their bodies and learn that water keeps them healthy. Children rest or sleep according to their individual needs through use of the soft seating in the book area, enhancing their good health and well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Play areas are welcoming and child centred, although in need of some re-decoration. Children are able to move around safely and confidently due to the effective organisation of furniture and resources within the large, spacious play rooms. Children use suitable and safe toys and equipment which meet British safety standards. They are cared for in a safe and secure environment through several safety precautions being in place, for example socket covers and safety gates. Children are adequately protected from harm through daily risk assessments carried out to the premises to minimise hazards. Children learn to keep themselves safe through appropriate discussions with staff about using toys and equipment safely, such as accessing the slide properly.

Children’s safety is enhanced due to staff having a satisfactory awareness of fire precautions. Children develop an understanding of fire precautions through being made aware of and practising the emergency evacuation plan. They are adequately protected because the staff are clear about their role and responsibilities in a child protection situation.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children engage in a range of freely chosen activities that foster their all-round development. They easily access additional resources as they need them, for example, obtaining more paper when mark making. Children play well together and enjoy cooperative games, such as group painting activities and parachute games. Children acquire new knowledge and skills through staff spending time with children talking to them about colours, numbers and shapes. Children generally enter the setting happily and are eager to play and join in activities. Most children

This inspection was carried out under the provisions of Part XA of the Children Act 1989, as inserted by the Care Standards Act 2000
are happy and settled through enjoying positive relationships with staff and each other. Through using a range of art and craft materials children develop their imagination and creativity, thus promoting their sense of achievement and satisfaction, for example making collage pictures.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have sufficient knowledge of the Foundation Stage to provide a range of activities linked to the six areas of learning. They explain how they support children’s learning through a satisfactory range of play experiences, both inside and outside. For example, they talk about how they support children to separate from their carers with confidence, and how important it is to them that children enjoy their time at the setting and are motivated to learn. Although observations of what children can do are recorded, the information is not always used effectively to inform future planning and targets for individual children.

Staff demonstrate their ability to provide opportunities for children to use their initiative and growing independence through appropriate tasks, such as washing their hands after a painting activity. They incorporate into the planning opportunities for children to enjoy rhyming and rhythmic activities linked to gestures through singing their favourite songs, such as ‘wheels on the bus’. Staff show some understanding of promoting children’s interest in numbers and counting through rhymes and songs and using suitable resources, such as clocks, number jigsaws and counting books. However, progress towards the early learning goals is limited through lack of planning to use numbers in daily tasks and routines. This impacts on children’s use of number names and language.

Opportunities to explore with the paint are provided to help children begin to differentiate colours, for example through using white paint on black paper. From discussion and observations staff understand the importance of providing imaginative play experiences using role play based on first hand experiences, for example, children making dinner for each other in the home corner. Staff place importance on encouraging children to move around the available space in a range of ways in order to increase control using equipment, for example climbing up the steps to the slide, or pedalling the bikes.

Staff demonstrate a clear understanding of the importance of providing activities requiring hand and eye coordination, such as joining construction pieces together to build models. However, opportunities for children to develop an interest in Information Technology are limited.

Helping children make a positive contribution

The provision is satisfactory.

Children are cared for by staff who generally work with parents to meet individual needs through recording children’s needs and routines. Children are familiar with routines and are generally relaxed and at ease in the setting. Children become aware of the wider world through adequate play resources reflecting aspects of equal opportunities. For example, books showing different cultures and ethnic dolls. Children develop confidence and self-esteem through being given lots of praise and recognition for effort and achievement.

This inspection was carried out under the provisions of Part XA of the Children Act 1989, as inserted by the Care Standards Act 2000
Children's welfare is protected through the staff knowing what to do in the event of identifying a child with learning difficulties or disabilities. Staff ensure all children are fully involved in the life of the setting through changing or adapting the way play is provided to suit all level's of abilities. Children benefit from staff working closely with parents and other agencies to meet their individual needs. Children behave well. They understand right from wrong through clear boundaries and explanations.

Partnership with parents is satisfactory. Children's needs are met through parents being given information on a daily basis regarding their all-round needs. Policies and procedures are shared with parents appropriately and children's details are kept confidential. Parents are kept informed of their child's progress and information regarding the Foundation Stage curriculum is clearly displayed. Parents are welcomed into the setting and kept informed of current themes and topics through a detailed information booklet and a termly newsletter. Parents are encouraged to be involved in their child's learning through ongoing daily communication and positive working relationships, for example, parents are asked to contribute to themes and topics by bringing in items from home, or they can borrow their child's favourite books from the playgroup. The setting fosters children’s spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Children are protected through satisfactory recruitment and vetting procedures. Children are cared for by staff with knowledge and understanding of child development as half the staff are appropriately qualified. High staffing levels are maintained to support children’s play and to keep them safe. The playgroup is adequately organised to provide sufficient cover for staff absences at short notice. However, the lack of a key worker system impacts on the emotional well-being of new children. Staff are deployed well contributing to children's enjoyment and achievement. Suitable organisation of play areas and resources allow children to be independent and confident learners.

Organised documentation contribute to the safe and efficient management of the provision. However, lack of written consent for emergency medical treatment impacts on the individual care of children. Most policies are in place, although a lost child policy is not in place, this compromises children’s safety and is a breach of the National Standards; however the manager agreed to address this omission with immediate effect. Children benefit from staff’s commitment to broadening their knowledge and skills in child care practices through further training, for example, behaviour management, SENCO training and handling courses.

Leadership and Management are satisfactory. All staff are involved in planning for the curriculum to help children develop in all areas. The provision is managed and monitored through regular team meetings, and systems are in place to identify weaknesses and bring about improvements regarding the delivery of the Foundation Stage curriculum through close working relationships with the early year’s team. The play leader motivates staff through acting as a positive role model. Effective team work is enhanced through daily written and verbal sharing of information, and the leader valuing staff’s ideas and involving them in decision making. Overall, evidence suggests that the provision meets the needs of the range of children for whom it provides.

This inspection was carried out under the provisions of Part XA of the Children Act 1989, as inserted by the Care Standards Act 2000
Improvements since the last inspection

At the last inspection the provider was asked to review recording of fire drills, review routine for snack time and review the written aspect of the equal opportunities policy. The provider has now included more detail when recording fire drills, for example any incidents or occurrences during the drill. Children now sit at tables with staff for snack time and are encouraged to chat and socialise whilst enjoying healthy food. The equal opportunity policy is in place and now includes all necessary information. These improvements further enhance the care and safety of children attending the setting.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

• ensure fresh drinking water is available to children at all times

• implement a key worker system

• obtain written parental consent for emergency medical treatment

• ensure a clearly defined procedure is in place in the event of child being lost

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

• promote children’s interest in numbers and counting in daily tasks and routines

This inspection was carried out under the provisions of Part XA of the Children Act 1989, as inserted by the Care Standards Act 2000
• ensure information from observations are used to plan the next steps for children’s play, learning and development
• provide resources and activities to promote children’s interest in Information technology.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet Complaints about Ofsted Early Years: concerns or complaints about Ofsted’s role in regulating and inspecting childcare and early education (HMI ref no 2599) which is available from Ofsted’s website: www.ofsted.gov.uk

This inspection was carried out under the provisions of Part XA of the Children Act 1989, as inserted by the Care Standards Act 2000