

Broadstone Playgroup

Inspection report for early years provision

Unique reference number	307119
Inspection date	21/10/2008
Inspector	Shirley Leigh Monks-Meagher

Setting address	Heaton Chapel Community Centre, Broadstone Hall Road South, Heaton Chapel, Stockport, Cheshire, SK4 5JD
Telephone number	0161 442 0381
Email	
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).

Description of the setting

Broadstone Playgroup is based within Heaton Chapel Community Centre in the Heaton Chapel district of Stockport. It is owned and operated by a private individual. Sessions are provided during school term times for a maximum of 16 children in the early years age range. These sessions operate 09:15 to 11:45 every weekday. There are currently 31 children on roll, aged two to four years, who attend for various sessions.

The manager has the Pre-School Learning Alliance Childcare Diploma and is assisted by seven members of staff, three of whom hold recognised early years qualifications. All her staff work on a part-time basis.

The premises are ground level and accessible to all. They comprise of a large hall with separate kitchen and toilet facilities. In addition there is a disabled toilet. The hall is divided into different types of play and activity areas. Children are able to participate in physical and outdoor play activities in the secure outside area.

Overall effectiveness of the early years provision

The groups implementation of the Early Years Foundation Stage is satisfactorily promoting children's welfare and is adequately supporting their learning and development. Staff have a sound understanding of children's starting points, children are well settled and engaged in age appropriate activities. The stable staff team are embracing the concept of self-evaluation and they have implemented some early actions in the areas of their practice they have identified for development and are working closely with the local authority advisor. The partnerships with parents and other agencies contribute well to meeting children's individual needs and obtaining additional support when needed. However, links with other providers, for those children who attend other early years settings, have not yet been made to ensure continuity and coherence.

What steps need to be taken to improve provision further?

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

- devise and implement systems to monitor and evaluate the effectiveness of the provision and children's learning
- liaise with other early years practitioners to ensure continuity and coherence for children who also attend other settings
- extend children's creative opportunities to support their curiosity and exploration and share their own ideas, thoughts and feelings and develop the outdoor play experiences to mirror children's indoor opportunities.

The leadership and management of the early years provision

Committed and capable leadership and management supports children's welfare and provides generally satisfactory outcomes for children. Documentation is used effectively to support children's health and safety. Rigorous procedures ensure children are cared for and protected by suitable adults who clearly understand how to safeguard children. Effective settling in procedures promote confidence and emotional security in children.

The well established team understand their roles and responsibilities and work well with the manager who is very hands-on. They are contributing to the self-evaluation of the provision and are beginning to recognise their strengths and areas for development realistically. For example, they have introduced a system for gathering the views of parents and children and are working closely with the local authority advisor to improve their observation, assessment and planning for children's individual learning. However, the manager's systems do not effectively monitor or evaluate the quality of teaching or children's learning and provide her with a clear overview of progress or highlight appropriate areas for staff development.

Recommendations raised through inspection are recognised as the route to improvement and treated seriously. Since the last inspection children's sensory experiences have increased. Snack time is now an opportunity for them to increase their independence skills and refine their personal and social development. Some improvement has been made to the registers to protect children's welfare.

The organisation of the premises and deployment of staff positively supports children's welfare, learning and development. Staff are vigilant in keeping children safe and helping them to develop an awareness of their own safety. Systems to identify, address and record safety are effective. The information sought initially from parents helps staff identify children's starting points and meet their individual needs. This is currently being extended with the intention to involve parents more in the children's 'learning journey'. There is a good two way flow of information. However, links with other early years providers have not yet been established for children who also attend other settings.

The quality and standards of the early years provision

Children are settled and engaged in activities which help them make some steady progress in their learning and development. Staff spend their time with the children talking and playing with them at their own level. Many staff use conversational questions but children are not always given sufficient time to think and respond for themselves. Some staff are still curbing children's natural creativity and confidence because they place more emphasis on the finished product than the child's learning. For example, the printing and sticking activities linked to the autumn theme. Staff are making sensitive observations which are helping them to know children's abilities, interests and skills but as this system is very new they are not yet fully utilising this information to plan for children's individual learning.

The staff place an emphasis on children's personal, emotional and social development. Children are nurtured by staff who greet them warmly and are

developing close relationships with them. They use sensitive words and allow children comforters from home to promote their security in their new environment. A new key worker system is being developed. Children are learning to share resources and play alongside each other. Simple ring games and the parachute game promote turn taking and following instructions. Staff organise the space and resources to encourage children to make choices about their play and the open cupboard ensures children can select additional toys as they wish. A well resourced book area and mark making area are popular with the children. Numbers around the room capture their interest and staff respond appropriately. Simple number rhymes, such as three cheeky monkeys are helping children develop early number concepts, such as taking one away. Children enjoy fitting tracks together for their trains and using simple everyday technology, such as the toaster and the microwave in their role play area.

Children are developing an awareness of a healthy lifestyle through nourishing snacks and simple food activities and discussion. Staff encourage children to follow hygienic habits although less is done to help them understand why they should. Large physical exercise is encouraged daily. Children learn to run, jump, balance and climb and are able to manoeuvre wheeled vehicles. However, staff rarely address other areas of learning in the outdoor play area. Children benefit from a vigilant staff team who ensure children remain safe in their care. Activities, discussion and simple rules are raising the children's awareness about their own safety. Children are beginning to understand why they don't run indoors and know where to cross the road safely after their visit from the lollypop person.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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 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

Since the last inspection there have been no complaints made to Ofsted.

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.