

# Spring Willows Playgroup

Inspection report for early years provision

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**Unique reference number** 316426  
**Inspection date** 09/12/2008  
**Inspector** Susan Elaine Heap

**Setting address** St. Annes House, Ryecroft Avenue, Heywood, Lancashire,  
OL10 1QB  
**Telephone number** 01706 624848  
**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

Spring Willows Playgroup is individually owned and opened in 1997. It operates from fully converted offices attached to a private house, situated in its own grounds. The premises are on one level and provide disabled access. The playgroup has access to two play rooms, kitchen, office and toilet facilities. There is a fully enclosed outdoor area for play. It is situated in a residential area of Heywood, a suburb of Rochdale. The playgroup serves the local community and has links with the local primary school.

The setting is registered on the Early Years Register, and a maximum of 26 children aged from two to five years may attend at any one time. There are currently 23 children on roll, this includes eight children who receive funding for nursery education.

The pre-school is open five days a week from 09.15 until 12.15, term time only. It offers wrap around care from 12.15 until 13.15. Parents provide a packed lunch for this. The setting offers support to children with learning difficulties and disabilities and children with English as an additional language. There are five members of staff who work directly with children. All staff hold appropriate early years qualifications. Parents and volunteers help on a daily basis. The setting is fully accessible.

## Overall effectiveness of the early years provision

The setting demonstrates a strong commitment to ensuring each child makes good progress in their learning and development through the use of an effective key worker system and new planning and observation systems. The resources are well organised to give good accessibility, enabling children to make choices in all areas of their play and learning. The setting promotes all aspects of children's welfare with success, ensuring they are safe and secure. The excellent use of self-evaluation and reflective practice successfully identify key areas for improvement which will have the most significant impact on the quality of children's welfare, learning and development. Strong partnerships are in place for working in partnership with parents and other agencies to ensure all children are included and their needs met.

## What steps need to be taken to improve provision further?

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

- continue to improve and develop the arrangements for seeking information from parents about what children can do to identify their starting points and to inform future planning and assessment.
- continue to monitor and evaluate the success of the delivery of the observation, planning and assessment systems to ensure the unique learning and development needs of each child continue to be met.

## **The leadership and management of the early years provision**

The strong leadership and management of the setting contributes significantly to the effective running of the preschool. Staff have clearly defined roles and responsibilities which successfully contribute to their individual personal development. This also significantly contributes to the safety and well-being of children. For example, individual staff members have designated responsibility for health and safety, safeguarding or the role of special educational needs coordinator (SENCO). The staff team are highly motivated and effectively supported by the management team to develop their knowledge and practice through attending further training. They have successfully embraced the implementation of the Early Years Foundation Stage and new planning systems are in place which reflect children's individual interests.

The staff team continually strive for improvement through self evaluation and have successfully made many changes to the layout of the rooms and organisation of the toys and resources to improve the outcomes for the children. Weekly staff meetings are held and recorded and demonstrate how staff regularly evaluate their daily practice and focus upon improvement. All recommendations raised at the last inspection have been successfully acted upon and have significantly improved the welfare and learning opportunities for children. For example, reviewing group times and key worker systems to ensure that the individual development needs of older and younger children are effectively met. The setting has close links with the early years team to help them in developing and improving the quality of the service provided.

Staff show a strong commitment to include parents in all aspects of the setting. For example, parents are encouraged to help on a daily rota and their views are sought through the use of questionnaires. Parents are encouraged to identify children's starting points through the completion of an all 'About me book' prior to children attending the setting. These form part of the child's initial assessment, however, not all of these are completed. Termly meetings have been introduced with each child's key worker and their parents and the next steps in the child's development are discussed and agreed. As a result, any concerns about a child's development or any learning difficulties they may exhibit are clearly identified and appropriate action successfully followed through, such as referring to other professional agencies.

Robust recruitment, selection and vetting procedures are in place and ensure that children are protected by suitably cleared and qualified staff. All staff have a strong knowledge of safeguarding procedures which help to protect children from harm and neglect. They clearly understand their role in reporting any concerns to the designated person for the setting or directly, by following the Local Safeguarding Children Board procedures, if their concerns are not followed through. All the required records, policies and procedures required by the Early Years Foundation Stage are fully in place and effectively implemented.

## **The quality and standards of the early years provision**

The staff team have a strong knowledge of both the welfare and learning and development requirements. New observation, planning and assessment systems clearly identify the next steps for children in their learning and development. However, these are still in the early stages of development and it is recognized that monitoring and evaluation needs to continue to ensure its continued successful delivery, and that the unique needs of each child continue to be met.

The well-organised environment and the good balance between adult led and child initiated activities enable children to participate in a broad range of activities. These successfully cover all six areas of learning and development. Children move freely between the indoor and outdoor environment which enables them to foster their independence and become active learners. Toys, resources and equipment are labelled and stored at child level which enables children to access them independently or enhance their play. This helps to provide an inclusive environment for all children. Children develop an understanding of the wider world through planned activities, such as looking at various festivals throughout the year, visits from the librarian and musical activities.

Children enter confidently and enthusiastically and quickly make choices and decisions about where they will play. They have formed good relationships with both adults and their peers. For example, they smile and wave in greeting to their friends. They behave well through staff acting as positive role models and giving regular praise and encouragement throughout their activities, for 'good listening'. Specific areas in the room are used by the children to display their own creations which successfully contribute to developing their self-esteem and confidence. They develop an understanding of their own safety through activities, such as how to cross the road safely. They proudly act out what they have learnt, such as dressing up and saying, 'I am the lollipop person'. Through using 'walking feet' indoors children learn not to run or they might slip and fall.

Name cards and a self registration system enable children to recognize their name and letter sound. Several children attempt to label their work with recognizable letters without any prompting. Children have many opportunities to use materials and equipment which successfully promote their future economic well-being. They confidently use a computer, follow simple programs and use digital cameras to take photographs of themselves which they display. They know when they need refreshment when they come in from the outdoors and pour their own milk and butter their own crackers in the snack area. They have many opportunities to explore creative materials, to build and balance both indoors and outdoors in the workshop and construction areas and spend a considerable amount of time creating their masterpieces.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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**

There have been no complaints made to Ofsted since the last inspection.

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.