

Park Road Playgroup

Inspection report for early years provision

Unique reference number	318677
Inspection date	30/03/2009
Inspector	Sheila Iwaskow

Setting address	Friends Meeting House, Park Road, SALE, Cheshire, M33 6WX
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Telephone number	07926078766
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Email	
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Type of setting	Childcare on non-domestic premises
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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

Park Road Playgroup was registered in 1966 and is run by a management committee. The setting operates from an upstairs room at the Friend's Meeting House, Park Road, Sale. No lift access to the first floor is available. There is a fully enclosed area for outdoor play. Children from the local and surrounding area attend.

The group operates during term time and is open each morning from 09.15 until 11.45. The play group is registered on the Early Years Register. A maximum of 22 children may attend at any one time. There are currently 40 children, aged from two to five years on roll, who attend on a variety of placements. The setting supports children with learning difficulties and disabilities.

There are currently four staff who work with the children. Of these, three hold an appropriate early years qualification. Parents assist at the group on a rota basis. The setting receives support from Sure Start in Trafford.

Overall effectiveness of the early years provision

Overall, the provision is satisfactory. Children are happy and clearly enjoy the time that they spend at the playgroup. Staff are kind, caring and conscientious. Inclusion is reasonably well promoted and children make steady progress in their learning and development. Sound relationships have been established with parents. The setting demonstrates a positive attitude towards continuous improvement, recognising that key areas for further development centre around further developing relationships with parents and planning.

What steps need to be taken to improve provision further?

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

- provide children with first hand experiences to explore the local area
- invite parents to contribute to children's profiles and provide them with more detailed information about their children's progress towards the early learning goals
- provide children with a more varied range of snacks to help them learn about making healthy choices
- develop links with other providers of the Early Years Foundation Stage (EYFS) that children attend
- develop planning to show how focused activities meets the needs of individual children.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information, in advance of children being admitted to the provision, about who has legal contact

13/04/2009

with them (Safeguarding and promoting children's welfare)

The leadership and management of the early years provision

The manager and her team of staff are dedicated to providing an inclusive environment for children and their parents. Staff are well deployed throughout the session and clear procedures are in place for the recruitment, selection and induction of new staff. A key worker system operates within the setting and a suitable appraisal system is in place. Staff questioned at inspection have a sound awareness of the signs and symptoms of abuse and procedures to follow should they have a concern about a child. A written risk assessment has been conducted which covers all aspects of the premises. Most documentation is in place and meets the required standard. However, information about who has legal contact with the children has been omitted from registration records. This is a breach of a legal requirement. Individual records remain confidential and are appropriately stored.

Friendly, professional relationships have been established with parents. Letters and discussions with parents indicate they have a high regard for the provision. They believe that a 'friendly and loving atmosphere is provided'. Policies are clearly displayed and parents receive written information about the components of the six areas of learning. Parents take an active part in the day to day running of the playgroup. For example, they help at the setting on a rota basis, form the management committee and are involved in fundraising events. However, parents are not invited to contribute to their children's assessment profiles and do not receive written information on their children's progress towards the early goals. Individual reports are compiled and sent on to local schools when children leave the playgroup. However, links with other providers of the EYFS that children currently attend have not yet been established. Questionnaires are given to parents and a suggestion box is available to allow parents to express their ideas and opinions about the playgroup.

All recommendations from the last inspection have been met. Staff attend training on a regular basis to ensure that they have the necessary skills to work with children. The manager has taken into consideration the views of parents and Sure start when completing her self-evaluation form. However, procedures for self-evaluation are not yet sufficiently robust to effectively monitor the quality of care and learning provided.

The quality and standards of the early years provision

Children are welcome into a bright and stimulating environment. A wealth of posters, examples of children's artwork and photographs of them at play are beautifully displayed, giving children a strong sense of belonging within the setting. The playroom is clean, warm and airy. Access to the building is effectively monitored by staff. A ramp is in place to access the building for those with physical

disabilities and a disabled toilet is on the ground floor. However, the room in which children play is upstairs and this makes access to those with physical disabilities more difficult. Diversity is celebrated and children's individual need are recognised and met. The setting is aware that children with learning difficulties and disabilities should be welcomed into a sharing and inclusive environment.

Instructions on how to evacuate the building are clearly displayed and drills are practised with the children each term, ensuring that they are confident of what to do and where to go should the need arise. Good hygiene routines are followed and the use of paper towels after hand washing prevents infections being spread. Snack time is a sociable occasion where children sit and chat. However, opportunities for children to learn about healthy choices in relation to food are limited because snacks comprise only of apples and are rarely varied.

Key staff members have a growing awareness of the underlying principals of the learning and development requirements of the EYFS. A new planning system has recently been put in place and is generally developing well. Routines include a balance of child initiated play and adult directed activities. However, from planning it is unclear to see how the individual needs of children are met during focused activities. Children's starting points are identified and written observations of their achievements is maintained. Systems are also in place to identify gaps in the curriculum and to track children's progress towards the early learning goals.

A balanced range of accessible resources are in place to allow children to acquire new knowledge and skills. Continuous provision covers most areas of children's learning, is clearly defined and planning is available to show how each area helps children learn and develop.

Children are interested, motivated and friendly. They are keen to begin activities and become animated as they engage with staff and their peers. Children are well behaved, openly talk about their families and share their news with staff. Staff and children clearly share warm relationships with each other. Many opportunities are available for children to recognise their name and link sounds to letters. Children enjoy relaxing in the cosy book area reading stories with their friends, parents and staff. Mark making materials are available and children learn about writing for a purpose as they take an order over the phone for a take away meal. Problem solving skills are fostered as children complete jigsaws and work out that when one and five are joined together, the number 15 is formed. Creative activities are used to develop children's understanding of shape and emptying and filling buckets of sand raises children's awareness of capacity. Through discussion and photographs children learn about their immediate locality and other countries. However, children do not have first hand experiences of exploring the local area.

Visits from the 'music man' are popular sessions with the children. As they engage in meaningful role play and take part in a varied range of creative opportunities children develop their own ideas and artistic talents. Daily access to the outdoor play is provided. Children thoroughly enjoy the time they spend outdoors, running around in the fresh air. A range of suitable equipment, such as footballs, skipping ropes and wheeled toys are available to help children develop their physical skills.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

There have been no complaints 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.