

Footsteps - St. Andrews Church Playgroup

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique reference number | 316846 |
| Inspection date | 11/12/2008 |
| Inspector | Nell Banfield |
| Setting address | St. Andrews C of E School, Graves Street, Radcliffe, Manchester, Lancashire, M26 4GE |
| Telephone number | 07967 714 534 |
| 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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Footsteps - St Andrews Church Pre-school Playgroup has been registered since 1994. It is run by a voluntary committee, and operates from a pre-fabricated building located in the grounds of St Andrews Primary School in the Radcliffe area of Bury. The pre-school has access to a large play room, with adjacent toilet facilities and a cloakroom. A secure outdoor play area is available for the sole use of the pre-school. The pre-school also has access to the school facilities on site. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 26 children may attend at any one time. The group operates five mornings a week from 09.15 to 11.45. The group also operates afternoon sessions on Tuesdays and Thursdays between 13.15 and 15.15. Children attend for a variety of sessions and come from both the local and a wider catchment area.

There are currently 31 children aged from two to under five years on roll.

The pre-school employs nine members of staff, of these seven hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The provision meets the needs of individual children in the Early Years Foundation Stage well as adults create attractive surroundings and take good care of children. Children make good progress in their learning because of the wide range of experiences on offer as they eat healthily, exercise, explore and develop movement in outdoor play. Practitioners encourage children's independence and how to live healthy and safe lives. There are very good partnerships with parents who are kept well informed of their child's progress and any concerns. Currently, staff do not consistently identify the next steps in children's learning within the observations they make. Improvements since the last inspection and clear strengths within the leadership and management demonstrate the setting's good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that next steps for children's learning are consistently included in observations of their current progress.

The leadership and management of the early years provision

Leaders and staff work closely together to ensure that all children have the opportunity to progress well in their learning and development. Practitioners

review activities through careful planning and change these regularly so that children have opportunities to consolidate and extend their learning. Practitioners record children's progress in detail. They are becoming increasingly skilled at this as a result of good staff training. As a result, children make good progress and feel safe and secure. Even so, adults' observations of what children know, understand and can do, do not consistently identify the next steps that will challenge children and move their learning on.

Staff know their children and families well. Parents are full of praise for the staff and for the care their children receive. Parents appreciate their children's developing confidence and learning. The manager is well organised and thinks ahead to improve provision. For example, she developed a questionnaire to access the views of parents who are unable to speak personally or regularly to staff about their children. Effective self-evaluation includes a plan to incorporate additional steps to improve the knowledge about children's skills on admission so that the setting can better meet their individual needs. Adults take steps to include all children in every activity. Posters, books, activities and festivals promote children's awareness of differing individual needs.

There are effective safeguarding procedures and vetting checks to verify the suitability of staff to work with young children. All staff are constantly vigilant in ensuring the safety of children through regular risk assessments and reviews of current procedures and policies.

The quality and standards of the early years provision

Children make good progress as a result of the good knowledge that staff have of the children in their care. Practitioners are increasingly familiar with the learning and development requirements of the Early Years Foundation Stage . Staff keep detailed records of steps they observe in children's learning, but do not consistently challenge children to move on to the next steps in their learning. Adults use opportunities presented through outdoor play to develop children's knowledge and understanding of the world. For example, they draw children's attention to the formation of ice in the play equipment and encourage them through pertinent questioning to explore its properties, or draw children's attention to their hearts that beat faster when they exercise. Children's creativity develops through exploration and activities such as finger painting and hand printing. Staff balance support and encouragement well so that children develop increasing levels of independence as they confidently vary activities and try new experiences.

The children have good opportunities to develop their physical health and practise hopping, stamping, jumping and running to songs and rhymes. Harmonious relationships ensure children co-operate, take turns and treat others with respect. Children work well alone or with others. Increasingly, they explore, make marks and use speech and gesture to communicate clearly their developing understanding. Staff provide children with extensive opportunities to explain, imagine and explore, such as when two children were encouraged to unblock the sand play equipment, and explain why it had become blocked and why it did not work.

Children are given a wide range of opportunities to make progress and provision is well matched to their needs. Staff use consistent strategies to support those children who experience barriers to achievement, such as newer arrivals to the playgroup who find it difficult to settle in. Children are encouraged to feel proud of their achievements such as when they sing new songs to their parents. These opportunities to share achievements with children, staff and parents promote very good partnerships with children and their families.

Children enjoy their time here. The provision supports their good progress and positive attitudes to learning. These prepare them well for future learning.

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? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met