

Hazel Grove Methodist Playgroup

Inspection report for early years provision

Unique reference number

EY315285

Inspection date

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Inspector

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Setting address

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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

The playgroup has been registered since 2005. It is based at Hazel Grove Methodist Church in the Hazel Grove district of Stockport. The playgroup has use of a large hall, storage, kitchen and bathroom facilities which are on the ground floor of the premises. It is open each weekday from 9.15 to 11.45 during school term-times. The playgroup is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 58 children aged from two to under five years on roll. Children with learning difficulties, disabilities and who speak English as an additional language are supported by the setting. The playgroup has close links to the church where it is based. It is individually owned. The registered person is also the manager and holds a recognised childcare qualification. She takes full responsibility for the day to day organisation and running of the group. She is assisted by a team of six staff, three of whom hold appropriate early years qualifications to at least NVQ level 2. Recruitment for another qualified member of staff is currently being undertaken.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Playgroup sessions are organised to successfully promote the children's welfare and most aspects of their learning. A variety of age appropriate activities and play opportunities are helping children to make progress in their learning and development. Children benefit from a positive commitment to inclusion. Effective partnerships with parents and specialist agencies ensure that individual children receive any additional support they need. Self-evaluation although at a formative stage has ensured appropriate key issues have been identified to target for further improvement.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to show an interest in information and communication technology (ICT) and to acquire basic skills in turning on and operating some ICT equipment, by providing safe equipment to play with, such as torches, transistor radios or karaoke machines
- provide more activities during which children will experiment with writing, for example, leaving a message and include opportunities for writing during role-play and other activities
- improve the arrangements for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- take steps to provide children with access to an outdoor play area or if this is not possible ensure outings are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions).

The leadership and management of the early years provision

The registered person works directly with the children and manages and supports staff on a daily basis. Staff meetings enable the team to work together to evaluate and look for ways to improve practice. Following the last inspection positive action was taken to respond to the recommendation that was made. Children now pour their own drinks and help themselves to food at snack time. This promotes their independence and self help skills. Support from an Early Years Development Worker and attendance on some additional training courses is developing staff skills and knowledge. Children benefit from the improvements this is bringing to the quality of the learning, development and care that is provided.

Children are safeguarded at the playgroup. The staff team is well deployed and vigilantly supervise children at all times. They are well trained in and have a good understanding of safeguarding issues and the procedures to follow should they have concerns about a child's wellbeing. Effective safety precautions are put in place to minimise identified hazards and reduce the risk of accidents. For example, impact absorbing mats are placed under climbing frames. Recruitment and selection procedures are sufficiently robust to ensure the suitability of staff to work with children.

Staff work closely with parents, daily discussions, development records, open days, newsletters and notices keep them well informed about their child. The opinions of parents are valued and sought through an annual questionnaire. These help the playgroup to be responsive to the needs of the current user group. The setting works closely with parents and specialist agencies to ensure children receive any additional support they need. Positive steps have been taken to forge links with other EYFS settings children attend and to start to develop coherence in their care and learning.

The quality and standards of the early years provision

Children participate in a variety of interesting and enjoyable activities that place sufficient emphasis on the six areas of learning. The next steps in an individual child's learning are not sufficiently well promoted because systems to observe, assess and to plan are at a formative stage. Children are well supported by very caring and responsive staff. They skilfully encourage and extend children's learning and communication skills by introducing new words in the context of play and activities. Children have access to a wide variety of good quality age appropriate toys and equipment that cover most of the different learning areas. However, they do not have enough opportunities to show an interest in ICT and to acquire basic skills in turning on and operating ICT equipment. Children are learning to value diversity in others which is helping them to grow up making a positive contribution to society. They have opportunities to learn about their own and the religious and cultural beliefs of others. Children say prayers before eating and have made a wall display to celebrate Chinese New Year.

Children have good opportunities to develop control and co-ordination over their

bodies. They develop fine motor skills when they use tools such as scissors. Children confidently climb on the climbing frame and energetically pedal round the room on tricycles. However, they do not have opportunities to go outside to enjoy the fresh air and outdoor environment. Children are learning about the importance of healthy eating and looking after their bodies. Special dietary requirements are catered for, children enjoy fresh fruit at snack time and confidently help themselves to water whenever they are thirsty. Children enjoy making fresh fruit salad and learning about looking after their teeth when the dentist visits to talk to them. They are learning how to keep themselves safe through practice, activities and talks from the crossing patrol officer. Children are learning how to play together, share and take turns. They mostly behave well, quick intervention and explanations by staff diffuse minor squabbles without the need for sanctions.

Children have access to a good range of activities that promote their creativity. They use lots of paint as they happily paint at the easel and they enjoy the feel of the sand as they dig and fill buckets to make 'cakes'. Children enjoy feeling the texture of salt, grabbing it and letting it flow through their fingers. They have well developed imaginations and become engrossed in their play as they act out detailed scenarios. Children dress up, pack their rucksacks and then go to the airport to catch a plane to take them on holiday. They are beginning to reason, solve problems and count. Children carefully match and fit pieces into the correct place to complete jigsaws and they count goods and money in the role play shop. Children have ready access to books and they listen intently during story sessions. They are beginning to learn that marks have meaning when they find their name label and put it on the notice board. Children are learning to recognise English and other scripts that are relevant to them because some displays are labelled in both English and the home script of children who speak English as an additional language. However, they do not have sufficient opportunities to freely make and give meaning to marks as they play.

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?	2
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?	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?	3
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?	3
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?	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 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.