

Holts Community Centre Playgroup

Inspection report for early years provision

Unique reference number	301009
Inspection date	24/03/2009
Inspector	Susan Elaine Heap

Setting address	Wildmoor Avenue, Oldham, Lancashire, OL4 5PU
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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

Holts Community Centre Playgroup is owned by a private individual and operates within a community building, Alexandra Children's Centre, Oldham. It was registered in 2001. The premises are fully accessible. The setting is registered on the Early Years Register.

A maximum of 24 children may attend the pre-school at any one time and it is open Monday to Friday, term-time only from 09.30 to 12.00. There are currently 17 children on roll. The playgroup provides funded early education for three- and four-year-old children and currently supports children who have learning difficulties or disabilities. There are three members of staff and a volunteer. Of these, three hold appropriate childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The staff team has a sound knowledge of each child's individual needs and interests which means that children's welfare is successfully promoted and they are making steady progress in their learning and development. Staff have a secure knowledge of providing a safe environment for children which means the children are safe and secure at all times. Partnership working with parents and other agencies contribute to ensuring that children's individual learning needs are met to a satisfactory standard and that they receive additional support if needed. The setting is working in close partnership with the early years teacher to drive further improvement and improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the evaluation of children's activities to clearly identify children's next steps in learning and to ensure that all children receive a challenging and interesting learning experience
- give consideration to the organisation of the daily routine to ensure that the length of time spent at snack time does not impact on the quality and quantity of time children spend on play activities
- continue to develop strategies to manage children's behaviour
- continue to develop systems of involving parents in their child's learning and development

The leadership and management of the early years provision

Children benefit from being cared for by a stable staff team who are enthusiastic and receptive to new ideas, attend training to help them successfully promote all areas of children's learning and development and improve the service they offer to

children and parents. Since the last inspection two members of staff have achieved National Vocational Qualification at level 3, and attendance at short courses, such as Forest School training, safeguarding and first aid means that they continue to develop their skills and knowledge. Most recommendations from the last inspection have been successfully completed and this has improved children's welfare and partnership working with parents, though some areas are ongoing.

A range of written policies and procedures successfully underpin the staff's daily practice and ensure that children are able to play both inside and outside safely. Appropriate action is taken should they have any concerns about a child's welfare and staff supervise children closely at times of transition, such as moving from the indoor to the outdoor environment or from the play room to the toilet area.

Parents are warmly welcomed into the setting and information is shared verbally on a daily basis about their child's progress and they are also able to freely access their child's individual development file. Parents speak very positively about their children's care and development and praise the staff team highly. Informal systems to involve parents in extending children's learning and development are in place but these are not fully developed yet. Partnership working with other agencies successfully ensures that children who may require additional support are meeting their individual targets and making steady progress.

The quality and standards of the early years provision

The staff team has successfully introduced new observation and planning systems in order to meet children's individual needs and interests. This is working well, though the evaluation of these and the planning for children's individual next steps in learning are not fully in place for all children.

Children are happy and confident and are making steady progress in their learning and development through the provision of a wide range of activities which successfully cover all six areas of learning and development. The recent purchase of a good range of quality toys and equipment help to provide a warm and welcoming environment where children can use their imaginations and play creatively successfully. Staff make good use of incidental opportunities to develop and extend the children's knowledge and understanding of the world around them. For example, during the recent snowfall children enjoyed playing in the outdoor environment making snowmen, decorating them and sledging, while on another occasion they found a frog outside. This was carefully carried inside and placed in a glass container where children could examine it closely, and resulted in topic work, looking at reference books about the life cycle of the frog, and learning the song 'Five little speckled frogs'.

Most children behave well and show a good understanding of the safety rules that are in place, such as being escorted to the toilet. However, sometimes strategies for managing children's behaviour are not always successful which impacts on the quality of children's learning experiences.

The benefits of healthy eating and developing a healthy lifestyle are actively

encouraged. Children relish snack time and eagerly make their choices from a good selection of healthy foods, such as slices of fresh fruit and salad vegetables. However, the organisation of this impacts on the quality and quantity of the time children are able to engage in play and learning opportunities. Children are developing skills for the future and those which promote their independence and self-care. For example, through counting the number of children present and the number of plates needed they are using problem-solving, reasoning and numeracy skills in every day activities. They confidently pour their own milk at snack time 'to the line' so they do not spill it, and are making good attempts at mark making, and are able to label their work with recognizable letters.

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?	2
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 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.