

Cabbage Patch Playgroup and Pre-School

Inspection report for early years provision

Unique reference number	EY371182
Inspection date	04/02/2009
Inspector	Jannet Mary Richards
Setting address	St. Margaret's School, Heys Lane, HEYWOOD, Lancashire, OL10 3RD
Telephone number	07773 498046
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).

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

Cabbage Patch Playgroup and Pre-School was registered at the current premises in 2008. It is owned by a private individual. The group operates from a purpose built, single storey building within the grounds of St. Margaret's school. There is one large play room and an outdoor play area. The group is well established, as it operated for many years in previous premises.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It may care for up to 30 children at any one time. There are currently 62 children on roll, who attend for a variety of sessions. The group supports a small number of children with a disability. There are six members of staff, all of whom are qualified. The group is open Monday to Friday from 08.45 to 15.45 term-time only.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thoroughly enjoy attending the setting, as they are provided with a wide range of play activities, which encourages good progress in their learning and development. Their welfare needs are well met, as the staff follow effective procedures to keep them safe, healthy and happy. They place a strong emphasis on inclusion, valuing every child as a unique individual and accommodating their specific needs very well. The staff work very well with parents, carers and other professionals, who are involved in supporting the children. This ensures that they receive consistent support and that they make as much progress as they can. There is a good emphasis on assessing and continually developing the service, to ensure that children continue to receive a high quality service.

What steps need to be taken to improve provision further?

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

- develop the risk assessments to ensure that they take account of all hazards and action taken to minimise these
- develop the safeguarding policy to ensure it includes detail about contacting the regulator in the event of an allegation against a member of staff
- develop they learning and development opportunities in the outdoor play area and extend the opportunities for children to use books writing materials in the different learning areas

The leadership and management of the early years provision

The pre-school playgroup is well organised and effectively managed by a committed and enthusiastic staff team. The qualified staff attend training on a regular basis, to ensure they have up to date childcare knowledge. Their continued suitability is monitored through effective staff appraisal and development systems.

They follow the setting's policies and procedures and they supervise the children well, to ensure that they receive good quality care and that they are safe. The staff are able to effectively identify hazards and take action, to minimise any risks to the children. In addition, they have a good awareness of child protection issues and a strong commitment to safeguarding the welfare of the children in their care. The written procedures which supports risk assessments and the safeguarding of children, however, lack some detail.

Within the pre-school playgroup, there is a strong emphasis on treating each child as a valued individual and ensuring that children are fully included and have their individual needs met. The staff work closely and develop positive relationships with parents and carers. They spend time sharing information about the children, which the staff then use to plan and provide individual care. They attend specific training, to meet individual children's medical needs and take careful measures, to ensure that children's allergies are considered at snack time. In addition, the staff have a wealth of experience and knowledge, which they are able to use very well, to support children who have additional needs. They liaise with speech therapists, health visitors, physiotherapists and other professionals, to provide consistent care and additional individual support to children. This enables the children to make good progress in their learning and development.

The staff have a strong commitment to the continual development of the service they offer to the children. They are able to identify what areas they need to develop and then make detailed plans for improvement. For example, they have recognised the need to develop the outdoor play provision, as this has fewer resources and learning opportunities than indoors at the present time. They have consulted with parents, to seek their views on outdoor play and have begun to raise funds for additional equipment for the outdoor area.

The quality and standards of the early years provision

Children make good progress in their learning and development, as they have a wide range of activities to enjoy. They are confident, settled, happy and they are developing a positive disposition to learning. They learn about the world around them, as they play outdoors, exploring different types of weather. They explore technology, as they access simple computer programmes and they use a good range of toys, to build and construct models. They develop their imagination, physical skills and creativity, as they dress up as pirates and find treasure in the role play area, or they explore and create, using collage materials and paints. They enjoy listening to stories and can access books in the comfortable book area. Many children are able to recognise and some are beginning to write their own names. They enjoy 'writing' healthy menus and talking about what they like to eat. They do not use books and writing materials in many of the play areas, however, which means that some opportunities to develop early language and literacy skills are missed.

The children are well supported as they play. The staff talk to them about what they do, show an interest and question the children, to encourage their thinking and learning. They often count together, for example, or talk about what is

happening around them, as they notice that the snowman they made earlier in the week is beginning to melt. The staff are skilled at planning activities, which captures the children's current interests. In addition, they observe the children as they play, notice what they do, then plan activities to encourage the next steps in their learning and development. This enables the children to receive interesting challenges, appropriate to their individual stage of learning and development and to make good progress.

Children's welfare is promoted well. The staff supervise the children well, to ensure that they play safely. Their development of children's health is a strong feature of the setting. The children learn about healthy foods and why it is important to have physical exercise. Their individual health needs, in relation to diet and medical needs are very well met. Children develop positive self esteem and confidence, as they are treated with respect and valued by the staff. As they arrive each day, they are greeted by name and given a very warm welcome. The children are able to play with a wide variety of resources, which reflects their own background and raises their awareness of differences. They know the rules for behaviour and follow them well, they respond very well to the praise and encouragement they receive from the staff.

Overall, children thrive in the child-centred setting and develop a good range of skills, which are beneficial for their future well-being.

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

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 registration.

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.