

# Hollies Road Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	EY264603
<b>Inspection date</b>	24/03/2009
<b>Inspector</b>	David Halford
<b>Setting address</b>	St Mark's Primary School, Fir Avenue Halewood, Liverpool, Merseyside, L26 0XR
<b>Telephone number</b>	07985 053276
<b>Email</b>	
<b>Type of setting</b>	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).

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**

Hollies Road Playgroup has been established for many years and was registered in 2003 in new premises within St. Mark's School in Halewood, Knowsley. The group is registered on the Early Years, voluntary and compulsory Childcare registers. It operates from two large playrooms, its own outside play area and has occasional use of the school hall. The playgroup is open from 09.15 to 12.45, Monday to Friday in term time only. At any one session it may care for a maximum of 30 children aged from two to under five years. There are 36 children on roll, all of whom are in the Early Years Foundation Stage (EYFS), and most children attending live in the local community. The setting accepts children who have learning difficulties and/or disabilities and those who speak English as an additional language. There are 11 staff, most of whom work on a part time basis, to look after the children. Eight staff hold a recognised childcare qualification and three are working towards a childcare qualification.

## **Overall effectiveness of the early years provision**

Overall, the quality of provision is good with some outstanding areas. Hollies Road Playgroup provides well for its children. It is fully inclusive and plans effectively to meet the needs of all its children, including those with learning difficulties and/or disabilities and those for whom English is an additional language. Children's enjoyment, their awareness of the importance of health and exercise, and their developing understanding of how to keep themselves safe are all outstanding. Good planning ensures that children's interests are used effectively to extend their learning. The playgroup's extensive outdoor play area does not provide a permanent covered space for use when conditions are wet or in bright sunlight. The school works well in partnership with children's parents. Leadership and management, and the systems to monitor and evaluate the activities undertaken in the setting, are good. There is a good capacity to improve.

## **What steps need to be taken to improve provision further?**

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

- further develop the facilities for outdoor learning by the provision of a covered area.

## **The leadership and management of the early years provision**

Effective systems are in place to ensure that the children are safe and secure. Thorough risk assessments are carried out frequently and regularly. Child protection procedures are in place.

The playgroup leaders and management committee have a good knowledge of the strengths and areas for development of the setting. This is because their self-

evaluation is detailed and, overall, shows an accurate understanding of provision made and the areas in need of improvement. The area identified for improvement when the setting was last inspected has been addressed. As a result of this, more accurate processes are now undertaken in recording the attendance of adults and children. All the playgroup staff receive good quality professional development to enable them to work successfully with the children, and this has a positive impact on children's learning and development.

Overall, the setting's partnership with parents is good and developing well. The leadership of the playgroup also works effectively with the EYFS leaders in the primary schools to which the children transfer. The good quality of these links is of clear benefit to the children's learning. Links with the local organisations and parish church school are also good.

## **The quality and standards of the early years provision**

The staff team works hard, setting out an interesting and stimulating range of activities, toys and equipment to support the learning needs of all the children. Children join in well, eager to play with the activities available. Children's welfare and safety is held in the highest importance by the staff. They monitor and record arrival and departure times closely and effectively, and, through an effective password system, ensure that each child leaves the premises with a known adult. Children demonstrate their very good understanding of how to keep themselves safe in the way they move around the setting with care, and especially during their outside play. The staff make excellent provision to promote children's awareness of the importance of eating healthily. Snack time is a very enjoyable occasion with the children eating fruit and pouring their drinks with care.

The requirements of the EYFS are well known by the staff. Provision is planned well and delivered thoroughly. Long and short-term plans are listed in the teaching and learning areas. These are supplemented by weekly plans covering each area of learning and listing key activities, language and questions. This programme promotes children's independence well as they make their own selections of which activities to undertake. There are also good and well planned adult-led activities as a balance. Staff observe the children regularly, note the development in their learning, and clearly document the progress that they make. New children settle well in the setting and are soon readily engaged in activities. Children make good progress towards the early learning goals which means they are well prepared to join their Reception class. This is particularly so in the use of computers, where children's use of the equipment promotes their skills and independence well, and in their developing communication skills.

Children show excellent levels of enjoyment in the setting. They behave well, get on well together and most are generally very willing to take turns and share equipment. They enjoy regular opportunities to play inside and outside. The setting is readily able to offer continuous outside learning experience for the children as the teaching and learning areas open directly onto an extensive outside area. The playgroup has sole use of this area which is well stocked with a good range of equipment and activities. However, it does not have a covered area which

means that children's opportunities to learn outside are restricted in unsuitable weather. Inside, the activities are good. Jigsaws, sand, water and a wide range of good quality construction equipment engage children well. Recent work on the Chinese New Year generated great excitement. There is a constant emphasis on promoting children's communication skills. They are developing a good understanding of the links between letters and sounds and also of counting. The children are developing a good understanding of their local community through visits, and visitors who attend the setting.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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

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## **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