

# Buttons & Bows Playgroup

Inspection report for early years provision

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**Unique reference number** 316397  
**Inspection date** 06/07/2009  
**Inspector** Judith Anne Kerr

**Setting address** Asby Close, Middleton, Manchester, Lancashire, M24 4JF

**Telephone number** 0161 653 2902

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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 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

Buttons and Bows Playgroup was registered in 1993. It operates from two rooms in Demesne Community Centre in the Langley area of Middleton in Rochdale. The setting opens each weekday from 09.30 to 12.30 term time only. The playgroup staff also have access to the kitchen. All children have access to an outdoor play area.

The setting is registered to care for a maximum of 24 children at any one time on the Early Years Register. There are currently 20 children under five years old on roll who attend on different part-time places. The setting currently supports a number of children with learning disabilities and English as an additional language.

There are currently five members of staff who work directly with the children. All staff are qualified.

The setting receives support from the local Sure Start team and the Early Years Advisory teacher from Rochdale Children's Services.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children follow their own interests and have access to a wide range of stimulating planned activities, which supports their welfare, learning and development well. Their individual needs are well promoted, as staff establish beneficial partnerships with parents and others. Effective processes are in place to monitor and evaluate the setting and to target specific areas for improvement, which are continuous and ongoing.

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

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

- further develop the planning to identify children's starting points and involve parents in the process (Statutory Framework p16).

## The leadership and management of the early years provision

The staff continually strive to enhance the quality of care and learning they provide for children. Practice is regularly evaluated to ensure staff are focused on meeting the needs of all children. Self-evaluation considers the views of staff, parents and children in identifying areas for ongoing improvement. Since the last inspection, purposeful improvements have been made, particularly in respect of outdoor play and planning for individual children.

Comprehensive policies and procedures contribute to promoting children's welfare. Risk assessments are regularly completed, with daily checks also being undertaken

to further ensure children's safety. Effective procedures are in place for emergency evacuation and children understand how they exit the building and where to assemble. Staff have clear knowledge and understanding of safeguarding procedures, they are familiar with potential signs of abuse and know how to report concerns appropriately. The staff work effectively as a team and are committed to providing a stimulating environment for the children. They each have their own responsibilities to ensure children's welfare and learning needs are promoted well. Ongoing training enhances staff's knowledge and understanding of child development.

Staff establish positive partnerships with parents and as a result, this is a key strength of the setting. Parents receive comprehensive information about their child's welfare, learning and development. Questionnaires and a suggestion box provides ongoing opportunities for parents to put forward their ideas, which are always acknowledged by staff, even if they are not feasible at the time. Parents express high levels of satisfaction with the service provided. They receive weekly information about activities and how they can support and consolidate their child's learning at home. However, they are not involved in identifying what children already know and can do when they first start at the setting. Systems are in place to share information with other settings and to ensure consistency for children's learning and development.

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

The staff have a broad understanding of the Early Years Foundation Stage requirements and ensure these are firmly embedded in daily routines and practice. They exploit learning opportunities across all areas of learning throughout the activities as they develop, to ensure all children reach their full potential. They use their observations to provide a framework for children's individual future understanding and learning. Activities are led by the children with staff providing support to enable them to develop their critical thinking and creativity. However, what children already know and can do when they first start at the setting is not identified.

Children are happy and secure. They choose their own resources from low-level storage, which boosts their confidence and increases their independence. Children develop communication skills as staff engage with them, ask lots of open-ended questions and listen intently to what they have to say. At registration, children identify their own names, talk about the weather and sing the seven days a week song. Children use a variety of materials and painting techniques to develop their creativity and imagination. They chalk and paint to develop their mark making skills. There is a wealth of art and craft materials to choose from. They enjoy mixing food colouring with oil and water to observe the changes, make bird feeders and investigate the life cycle of a frog. During cooking activities, children enjoy dressing up as a chef and tossing their pancakes.

Good use is made of the outdoor play area, which is continually evolving and developing. For example, in the snow, children wrap up warm and have great fun sledging and making a snowman and in the hot weather, they wear sun hats and

paddle in the pool. Children plant and grow tomatoes and peppers and give their plants a drink. Many of the resources used inside are replicated outside and children play out in all weathers using the canopied play area. Multicultural dolls and books and disabled figures helps to develop children's awareness of diversity. Posters and labels in children's home languages helps them to feel included and expands other children's awareness of the wider world

Healthy and nutritious snacks, which cater for all tastes and include children's preferences, are provided. Children know why they need to wash their hands before they eat their snack and learn that germs can be transferred to food and make them poorly. Stories, posters and regular discussions ensures children know how to stay healthy and safe. Children are polite and respond well to staff direction when required. All children enjoy learning experiences and opportunities, which develops skills that contributes to their future economic well-being. They are excited, motivated and very eager to learn.

## 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?	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

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