

Bristowe Street Playgroup

Inspection report for early years provision

Unique reference number	500027
Inspection date	12/05/2009
Inspector	Patricia Graham
Setting address	14 Bristowe Street, Clayton, Manchester, Lancashire, M11 4LW
Telephone number	0161 220 9895
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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

Bristowe Street Playgroup is a registered charity run by a committee. It registered in 1993 and operates from a converted detached house in the Clayton area of Manchester. Children have access to three base rooms and a fully enclosed outdoor play area.

The provision is registered to care for a maximum of 17 children at any one time. There are currently 21 children aged from two years to under five years on roll. The playgroup operates each weekday during term times from 09.15 until 11.45 and 12.15 until 14.45.

There are three members of staff, of whom all hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) Level 3. The setting provides funded early education for three and four year olds'.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The dedicated staff team strive to meet children's individual needs by offering innovative activities that build on their interests and by working in partnership with others. As a result, children are able to reach their full potential. Adequate awareness of the welfare requirements positively supports children welfare and well-being. Suitable systems are in place to monitor the provision and the staff demonstrate a commitment to continuous improvement, ensuring improved outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure children are supervised at all times with staffing arrangements organised to meet the individual needs of all children.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding policy includes procedures to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 05/06/2009
- ensure the complaints policy includes procedures for dealing with written concerns or complaints from parents. (Safeguarding and promoting children's welfare) 05/06/2009

The leadership and management of the early years provision

Suitable monitoring systems enable improvements to be made which has a positive impact on the overall quality of the provision. Staff have highlighted some areas to be developed to ensure continuous improvement. For example, they are in the process of developing children's planning and observation records. This promotes good outcomes for children's learning and development. In addition to this staff actively encourage children to take part in improvements of their environment. For example, children select the colours they would like the walls to be painted and take pride as they add the finishing touches with their handprints. Recommendations from the previous inspection are addressed promptly and staff demonstrate a genuine commitment to bring about further improvements for children in the setting.

The organisation of toys and resources provides an inclusive and welcoming environment for all children. This enhances their independence as they freely select toys and activities which are continually available. However, staff deployment is not fully effective as children are not consistently supervised, for example, as staff prepare snack, which poses a small element of risk to their safety. Good partnerships are forged with parents and staff take time to talk to parents about their child's progress and parents contribute to their child's assessment records. This offers continuity in their child's learning. Continuity of care is further enhanced as staff have systems in place to support transition into school. Parents are provided with relevant information about the setting. For example, a parents notice board contains an abundance of information, which keeps parents well informed. Policies and procedures are also accessible to all parents. However, the complaints procedure is not updated in line with requirements.

An adequate awareness of safety positively promotes children's safety and well-being. Good safety checks and risk assessments are undertaken each day on all areas within the setting. Children's safety on outings is well considered as staff talk to them about potential hazards and offer good supervision. Suitable procedures are in place to ensure children are safeguarded as staff are aware of possible signs and symptoms of abuse. They keep abreast of safeguarding issues through relevant training and a basic safeguarding policy is in place. However, this omits required detail regarding procedures to follow in the event of an allegation being made against a member of staff.

The quality and standards of the early years provision

Children make good progress in their learning and development because staff offer a range of interesting activities, which children thoroughly enjoy. For example, children show curiosity as they explore their natural environment through walks on the Vale and as they examine natural resources in the 'come and look area'. Their interest is further sustained as they grow flowers and cress which helps them identify the features of living things. Children develop their creativity as they make bird cakes with breadcrumbs and chopped fruit. At other times their creativity is

nurtured through their interests, for example, in response to children's interest in pirates, a pirate theme is introduced. Consequently children have immense fun making a pirate ship with various props, such as sheets, in the outdoor play area. They refine their mark making skills as they make treasure maps and categorise objects according to their properties as they sort the jewels and coins in the treasure box. This enhances their skills in problem solving, reasoning and numerical ability.

Emotional relationships are formed with key workers, which helps children to feel settled and assured. This is enhanced as stability of staff is a strength of the setting enabling children to receive care from familiar adults. Consequently, children form trusting relationships with all staff as they initiate conversations and chat confidently about their experiences. Children take turns to talk as staff encourage them to listen to others and their listening skills are truly enhanced as staff recite exciting stories. Children's language and communication is further enhanced as the setting is rich in print. As a result, children are developing a good awareness that print carries meaning.

Children make good progress towards the early learning goals in relation to their starting points and capabilities. The staff have good systems in place to observe and monitor their progress as records of development clearly reflect children's achievements and next steps. In addition to this staff know children extremely well and plan activities which build on their individual interests. Consequently, children benefit from personalised learning.

Children's hygiene is positively supported as toys and resources are cleaned on a regular basis and children are independent with their personal care. They enjoy healthy snacks, such as cucumber, apples and kiwi, which contributes to a healthy lifestyle. All staff are qualified to administer first aid and a sick child policy is in place which positively promotes children's health and 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?	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?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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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