

# Newbold Community Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	316413
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<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).

## **Description of the setting**

Newbold Community Playgroup is run by a management committee. It opened in 1992 and operates from three rooms in Newbold Baptist Church in the Newbold area of Rochdale. It is open each weekday from 09.30 to 12.30 term time only.

The playgroup is registered on the Early Years Register. A maximum of 24 children may attend the playgroup at any one time. There are currently 23 children aged from two to under five years on roll. The playgroup currently supports a number of children with learning difficulties and/or disabilities and also children who have English as an additional language.

There are four members of staff, three of whom hold appropriate early years qualifications to National Vocational Qualification (NVQ) at level 2 or above. 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 outstanding. Children make excellent progress because the whole staff team provide exemplary care where each child is valued as an individual and nurtured to enable them to achieve their full potential. They skilfully plan activities to meet children's individual needs and interests and which promote their future economic well-being. They demonstrate a high level of professionalism and commitment to ongoing staff training to bring about further improvements which will benefit the outcomes for the children in their care. This is a key strength of the setting. Most aspects of partnership working are very good which ensures consistency in the care provided. The staff team have a realistic view of the setting's strengths and weaknesses and effectively evaluate their practice to successfully identify any areas for further improvement.

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

To further improve the high quality early years provision the registered person should consider:

- continue to develop ways of encouraging parents to share their observations of their children's activities and interests to help inform future planning for their individual needs
- continue to develop opportunities for children to experience energetic outdoor play.

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

This setting is effectively led and managed by a conscientious manager and a staff team who have been extremely successful in acting upon the recommendations made at the last inspection. This has been achieved through a high level of

commitment to identifying and attending the most significant training courses to develop their knowledge and understanding of quality childcare practice and by effectively putting these into practice. This has significantly enhanced the delivery of the learning and development requirements of the Early Years Foundation Stage and each child is fully supported in making excellent progress given their starting points and capabilities. Effective induction procedures ensure that new staff are fully supported in learning about how the setting runs, its policies and procedures and includes time to get to know the children which means that children feel safe and happy with the adults who care for them. Daily conversations, regular staff meetings and individual support meetings with the manager ensure that all staff receive regular feedback and are able to discuss their development and training needs. These effectively contribute to the setting's self-evaluation and enables the staff team to actively identify their strengths and weaknesses. As a result, plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

Good systems are in place to inform parents about their child's developmental progress and achievements. For example, through the completion of an 'All about me' sheet when children start, ongoing daily discussions, newsletters, the parents' noticeboard and also through the policy and procedure file. Systems for actively involving parents in children's learning or contributing ideas and opinions on the setting are in the early stages of discussion and the manager has identified this as an area for further development along with developing opportunities for children to access outdoor play.

Exceptionally high emphasis is placed on ensuring children are cared for in a safe environment through robust procedures and practices. Through discussions and planned activities the staff team ensure that children develop a secure knowledge of how to keep themselves safe, such as talking about road safety on their visits in the local community and consistently putting this into practice. All the staff team have attended safeguarding training, two members of staff have current first aid certificates and the remaining two are due to attend training in September. This ensures that the whole staff team continue to have an excellent knowledge and understanding of their responsibilities regarding children's welfare and the Local Safeguarding Children Board procedures.

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

Children have excellent opportunities to enjoy a wide range of activities which actively engage their interest, are developmentally appropriate, challenging and successfully promote their economic well-being and all-round development. For example, many activities are based around real-life experiences, such as skilfully weaving a child's name and planned holiday into a story session or visiting the local supermarket. Each child had a photograph labelled with the name of a fruit or vegetable, a basket and they had to go and find it, then take it to the checkout. These were then used in activities to promote and develop their understanding of the importance of a healthy lifestyle. Although the setting has no outdoor play space, the staff team organise an excellent range of activities to enable children to effectively develop their physical skills, such as using stepping stones, using

streamers to move like a caterpillar or providing a paddling pool indoors during the recent hot weather. These successfully help children to develop their spatial awareness, coordination and balance, and sensory experiences. Walks in the local community, ensure that all children benefit from access to the outdoor environment and fresh air and build up their knowledge and understanding of where they live. The staff team are extremely resourceful and use their knowledge and contacts to extend children's knowledge and understanding of the wider community. For example, two parents brought in food for Eid, another parent brought in their newborn baby while a member of staff told a story and sang songs in Swahili.

The learning environment is planned thoughtfully so that children can choose what they do from a range of interesting resources, such as the well-stocked mark making, role-play and workshop areas. They follow their interests with persistence and concentration and are actively engaged in their chosen activity as they explore play dough or use programmable toys and equipment. They actively engage in discussion with each other, reflecting on their experiences as they look at photographs of their activities which are displayed in the room.

All the staff are involved in the planning of activities and experiences provided are securely based upon their observations of children's interests and abilities. This means that each child is fully included and that they are making excellent progress in all areas of their development. The next steps in their learning are carefully considered and planned for, such as developing their language and listening skills or knowledge of shape, size and number. Excellent and skilful use is made of incidental activities to extend children's learning, language, creativity, and knowledge and understanding of the world. For example, on a recent visit to the garden centre to choose seeds and plants to grow, they successfully utilise and link children's interest in the taps and water hoses to a number activity. This led to a discussion about fire fighters. On their return to the setting the children were provided with resources and equipment so that they could develop their play and imagination further.

The staff team work well together as a team to effectively promote children's welfare, learning and development. They are warm and caring towards the children and place exceptional emphasis on children's emotional well-being, behaviour and manners. This is actively promoted through the Christian ethos they share at circle time, such as saying thank you for children's safe return from holiday and for the health and safety of all their friends. As a result, children are extremely respectful of each other's needs and develop significant caring and sensitive relationships. For example, children offer support to each other when asked, such as telling another child they will take them into the other playroom when they have finished their turn at playing a game.

Children thoroughly enjoy their time at the setting and significantly benefit from the enthusiasm of the staff and their interaction with each other. They often choose their own key worker which means that each child's unique needs are successfully recognised and ensures that they feel valued, and develops their sense of security and emotional attachment. They often seek a favourite adult to join them in their play as they pretend they are going shopping.

## 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>	1
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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