

Our Lady & St Huberts Playgroup

Inspection report for early years provision

Unique reference number EY357656
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Inspector Cynthia Walker

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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).

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

Our Lady and St Hubert's Playgroup registered in 1987 and was re-registered in 2008. It is based in a purpose built modular building, set in its own grounds adjacent to Our Lady and St Hubert's Roman Catholic Primary School in Great Harwood, near Blackburn. Children have access to a large playroom and supporting facilities. There is a large enclosed outdoor area. The group opens five days a week during school term times with sessions are from 09.00 until 11.30 and 13.00 until 15.30.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children under eight years may attend the provision at any one time. There are currently 53 children on roll and children attend for a variety of sessions. A team of four full time staff plus volunteers work with the children. Three members of staff hold relevant early years qualifications to Level 3 and one holds a Level 2 qualification. The setting supports children who have English as an additional language. 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 good. Children enjoy their time in the playgroup and the provider and staff provide interesting learning opportunities to meet all the children's needs and effectively promotes their welfare. A comprehensive self evaluation of the setting ensures that the plans for the future are well targeted. There is an excellent partnership with parents and carers who work together to ensure the needs of all children are met by valuing each child as a unique individual.

What steps need to be taken to improve provision further?

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

- review the methods of analysing the children's observations to ensure their next steps in learning indicate what learning is to be extended and how this is to be achieved
- review the links between the outdoor and indoor environment to support children in making independent choices in all areas of learning within the continuous provision.

The leadership and management of the early years provision

The provider and staff work as an effective team to provide good quality care and education for children. Documentation which is required for the safe and efficient management of the setting is efficiently organised and reflected in practice and actively promotes all aspects of children's needs. There is a robust recruitment and

vetting procedure which maintains the suitability of staff and promotes the children's safety. Very detailed risk assessments ensure effective actions are taken to minimise or eliminate risks to children and efficient daily checks on all areas support safety further. The group have an extremely positive attitude to training and all staff have attended a broad range of training courses which is reflected in their efficient training records.

Self evaluation reflects a thorough analysis of the playgroup which includes the involvement of staff and gives a clear indication of their priorities for improvement, which include cooking and baking a variety of snacks with the new cooker. A detailed development plan identifies targets which are reviewed every term to ensure targets are met. The provider has recently introduced a system to monitor certain aspects which has included observations and the environment. Regular questionnaires to parents and carers allow them to reflect on the quality of the setting and include comments, such as, lovely, friendly caring staff. All staff have a good understanding of child protection to enable them to effectively safeguard the children in their care.

Parents and carers are actively welcomed into the setting and there is an excellent exchange of information between the staff, parents and carers. The introduction of a parent's forum enables them to take an active part in the setting and parents have recently been involved in re writing the parent's brochure. Parents and carers are encouraged to be involved in their children's learning as valued voluntary helpers within the setting and by attending the innovative Friday assemblies to share in the achievements of their children. Formal parent's evenings provide further opportunities for parents to be informed about their children's progress and development. Systems are in place to share information with other providers to ensure progression and continuity of learning and care and include a very effective transition to the local school.

The quality and standards of the early years provision

The staff team have a sound knowledge of the learning and development requirements and are confident in helping children to learn within the setting. Children's assessment records include regular observations, photographs with a description of their involvement in activities and examples of art work. Although staff demonstrate a sensitive understanding of individual children's future learning their identified next steps in learning do not consistently identify the details of what learning is to be extended or how this will be achieved. A useful weekly enhancement sheet displayed within the playroom clearly identifies the resources needed that week to extend the learning for individual children. Staff use a predictable interest sheet to record and include within the planned programme of activities any child's particular interest, for example, children were interested in the computer so a camera was purchased to extend the activities and experiences in this area. The creative organisation of the playroom encourages purposeful play and exploration enabling children to make independent choices and be active in instigating their own learning. Although children have daily access to a large outdoor area which compliments learning experiences; the organisation of how the indoor and outdoor areas are used does not consistently support the children's

independent learning by enabling them to access all areas within the continuous provision.

Staff actively support children's learning and positively interact with children at activities. Children are enabled to make connections by thinking things through as they discuss with staff the batteries needed to make the camera work. Staff extend the discussion as power is linked to electricity and children explain that when the switch is off the electricity goes away. Children then use the camera to take photographs whilst outside and interesting displays reflected a variety of photographs the children had taken. The use of the daily routine enables children to count how many children are on each table and how many cups and plates will be needed. Children are confident communicators and use language to explain about their recent holiday in America and how 'Bertie' the group bear enjoyed a trip to the supermarket. Displays reflect colourful individual art work and children complete interesting drawings which include a picture of their mother and sister. Children were stimulated by listening to the story of 'The Queen's Knickers' and had designed and produced fascinating examples, including gold knickers.

Staff are committed to good quality care which actively promotes children's health and well being. Children enjoy being active and understand the benefits of physical activity as they explain in discussion that exercise helps you to be fit and healthy. They skilfully dribble a football down a slope whilst others confidently manoeuvre wheeled toys around the paths or negotiate space as they run and chase around. They learn to respect each other by participating in celebrations linked to their friend's culture when they celebrate a Polish Christmas. Children develop an understanding of dangers and how to stay safe through discussions with staff on why they use high visibility jackets on outings. Children behave well and play co-operatively together at activities, such as, play dough. They show caring for others as they help children put on shoes and participate in the 'gold award' which celebrates their contributions and behaviour.

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?	1
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

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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