

Disley Under 5s Playgroup

Inspection report for early years provision

Unique reference number EY354409
Inspection date 10/06/2009
Inspector Lindsey Ferrie

Setting address Disley Primary School, Dane Bank Drive, Disley,
STOCKPORT, Cheshire, SK12 2BD

Telephone number 07885 426000

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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

Disley Under Fives pre-school is administered by a parent committee. It was registered in August 2007. It operates from two classrooms within Disley Primary School in the Stockport area of Cheshire. The pre-school is open each weekday during term time only from 09.00 to 11.30. Depending on demand, it also opens some afternoons from 12.30 to 15.00. A lunch club is available every day from 11.30 to 12.30 and takes place in the school canteen. There is access to a secure outdoor play area. A maximum of 40 children aged from two years to under five years may attend the pre-school at any one time. There are currently 33 children on roll. Of these, 16 are in receipt of funding for nursery education. There are eight staff who work with the children, all of whom are qualified to level 3 or above. The setting is experienced in working with children who have learning difficulties and/or disabilities, and those who speak English as an additional language. The club is registered on the Early Years Register. The setting receives support from Cheshire Sure Start.

Overall effectiveness of the early years provision

Overall, the quality of provision is good. The skilful and experienced staff work very well as a team, ensuring that the needs of each individual child are fully met. They fully embrace the mission statement which states that, 'Our pre-school provides a loving and secure environment in which children can develop socially, emotionally and intellectually through play based learning'. Children with learning difficulties and/or disabilities receive outstanding support. The recommendations from the previous inspection have been fully addressed and there is good capacity for the setting to improve further.

What steps need to be taken to improve provision further?

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

- further develop self-evaluation in order to measure accurately the success of actions taken and their impact on children's learning and development.

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

- inform Ofsted of any changes to the individuals who are members of its governing body (or management committee) to enable appropriate checks to be carried out. (Suitable people)

19/06/2009

The leadership and management of the early years provision

Leadership and management are good. The manager's commitment to professional development is infectious and all staff continually make every effort to improve their practice. Children are therefore immersed in a high quality learning environment, enjoying all that the dedicated and enthusiastic team of staff has to offer. Self-evaluation is undertaken by all staff, and priorities for improvement are known by all. The setting is currently developing procedures for measuring accurately the success of actions taken and their impact on the children's learning, development and welfare.

The setting works very well with parents. They take the opportunity to speak with key workers at the beginning and end of the sessions, and staff make sure to act upon this shared information. Parents are well informed of their child's progress through regular newsletters and parent consultation sessions. The setting involves parents in its self-evaluation process through regular questionnaires. Recent responses from parent questionnaires endorse the 'warm and friendly' atmosphere created by the staff. Leaders maintain effective links with other early years settings, particularly the school, and this ensures strong communication in terms of children's learning and development.

The excellent organisation and deployment of staff ensures that all children are safe during their time at the setting. Rigorous procedures for assessing risks are carried out regularly and extend to trips or visits and visitors. Robust recruitment and vetting procedures are in place, even though staffing has been stable over a significant period of time. However, management have not notified Ofsted of relevant changes, which is a breach of requirements.

Children with learning difficulties and/or disabilities receive outstanding support from all staff because of the exceptional leadership and expertise of the special needs staff. Individual education and behaviour plans are well focussed and, as a result, the setting meets children's needs very well.

The quality and standards of the early years provision

Knowledgeable and experienced staff provide extremely high quality learning and development opportunities for all children. Key workers ensure that there is an individual approach to each child. Daily plans are adapted accordingly and on-going assessments ensure that the next steps in the children's learning are identified. Progress is rigorously tracked and this information is shared with parents.

Through exceptionally good interaction, staff encourage children to solve problems and respond thoughtfully to skilful questioning. For example, whilst choosing fabric in the role play area, children are able to compare sizes and name shapes, before folding a piece of material into a square. Whilst investigating the properties of an ice balloon, children are encouraged to consider the weight of the balloon and how it is made. They respond with suggestions such as, 'fill it with snow'. Staff never

miss an opportunity to use the children's ideas as they develop further their language skills and understanding of the world.

Children have a good understanding of health through their balanced and varied diet of snacks and drinks. All children thoroughly enjoy snack time because staff involve them in discussion; for example they use a world map to trace the journey of a pineapple from Indonesia to the United Kingdom. Children play outdoors in the small, enclosed area, and enjoy the interaction with the older children in school who come to chat with them over the fence. Staff encourage children with learning difficulties and/or difficulties or those who speak English as an additional language to use the visual timetable outdoors to show what they wish to play with next. Children show consideration for others, and this is demonstrated in their willingness to share resources. On realising that her friend had fewer candles for her birthday cake, one girl offered, 'Here, you can have one of mine'. In this community, all children have a valued role and they demonstrate this in the way they responsibly help to tidy up at the end of the session. They enjoy the challenge of the three minute timer, and are efficient in their response to instructions from staff. The children's understanding of the wider world is promoted when they celebrate festivals such as Chinese New Year. Children read and play with a wide range of books and resources which reflect the diversity of the world in which they live.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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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