

Cutgate Playgroup

Inspection report for early years provision

Unique reference number

316402

Inspection date

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Inspector

Marina Anna Howarth

Setting address

Norden Methodist Church, Edenfield Road, Norden,
Rochdale, OL12 7QE

Telephone number

07716 209 421

Email

Mobile: 07716 209 421

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Cutgate Playgroup has been registered since 1992. It is managed by a voluntary management committee. The setting operates from two ground floor rooms within Norden Methodist Church, which is situated in the Norden area of Rochdale. The building is a multi-functional building which accommodates other community groups. These groups do not access designated playgroup areas during opening times. The playgroup is open five days a week from 09.30 to 12.30.

The playgroup is registered on the Early Years, compulsory and voluntary parts of the Childcare Register. There are currently 38 children on roll. Children attend for a variety of sessions. The setting supports children with learning difficulties and children who speak English as an additional language. The setting employs five full-time staff, two of whom hold recognised early years qualifications and one member is working towards an early years level 3 qualification. The setting receives guidance from the local early years curriculum and advice teams.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children make good progress in their learning and development and their welfare is very well promoted. The whole staff team provide excellent care and plan activities giving high consideration to children's individual needs and preferences. They are treated with equal concern and a successful partnership with parents ensures that children are competent learners who are confident, happy, safe and valued. However, some staff are developing their confidence with the assessment process of the Early Years Foundation Stage. Staff continually reflect on their practice and robust systems ensure that continuous improvement is effective.

What steps need to be taken to improve provision further?

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

- continue to ensure all staff are confident in making systematic observations and assessments of each child's achievements, interests and learning styles
- continue to develop outdoor play opportunities, giving children freedom to explore, use their senses and be physically active and exuberant.

The leadership and management of the early years provision

The setting is effectively led and managed by an enthusiastic, conscientious staff team, who take pride in their roles and are committed to ensuring high quality of care is delivered throughout all areas of practice. All staff are involved in the settings self evaluation which is extensive and influential and has a positive impact on the service delivery. There are excellent plans and strategies in place for continual improvement. These include continuous evaluation of practice, promoting equality and inclusion and there are plans in place to improve the provision with a

new outdoor play area. Staff are valued as the management team demonstrate a superb commitment to staff training and development through accessing a variety of training courses, both internal and external. Staff are eager to implement the knowledge gained which results in children displaying confidence and making progress in all areas of their development.

Children's welfare is effectively protected through the implementation of extensive risk assessments for all areas of the premises, outdoor play area, individual outings and resources. These are conducted daily, monthly and yearly and are all dated, signed and reviewed. Robust systems are in place for the recruitment, selection and induction of staff and for safeguarding children. All the staff team have an in-depth knowledge on safeguarding procedures and are confident of the process to follow in event of any concerns arising.

The setting has established excellent links with external agencies to ensure that children with learning difficulties and disabilities access the support they need. High consideration is also given to families who speak English as an additional language, ensuring that all parents and children feel included and have their needs effectively met.

Good communication systems ensure that parents are kept fully informed about their child's progress and achievements. The provision operates an open door policy where parents are welcomed to spend time in the setting observing their children or talking to staff. There are a number of displays detailing information about the Early Years Foundation Stage, play plans, policies and procedures and photographs of children, involved in a range of stimulating, activities. Parents are given opportunities to complete questionnaires and to express their views through the provision of a comments box. Their views are valued and they are regularly consulted with regards to their child's development progress and are invited to contribute comments in their child's progress file. New families are invited to an open day prior to their placement commencing, where the children meet the staff and parents are invited to share relevant information about their child.

Two members of staff have attended first aid training ensuring they are able to deal with any accidents competently and effective recording systems ensure that appropriate action is taken with regard to administering first aid and medication. A robust exclusion policy ensures that children are protected from illness and stringent hygiene systems reduces the risk of cross infection.

The quality and standards of the early years provision

Children are made to feel welcome in a safe, stimulating environment where high quality toys and activities are attractively displayed and low level storage units enable children to develop their independence and make informed choices. Displays are filled with children's artwork and are educational contributing to children's continual learning and enabling them to express themselves. Staff place great emphasis on children's safety through daily risk assessment and making the children aware of their own safety. For example, explanations are offered by staff as to why children should not do things that may harm them, such as climbing on

the furniture. Children are involved in practicing regular fire evacuation procedures developing their understanding of what to do in the event of a fire. Regular visits from the local community police officers enable children to become familiar and at ease in their presence.

Children are making very good progress across all areas of learning and development. Staff consider children's individual likes, dislikes and requests when planning activities. Staff are actively involved in conducting regular observations of the children which helps them to clearly identify their preferences and the progress they are making. This information is also used to inform the next steps in learning. However, staff lack confidence in some aspects of the assessment process.

The staff know the children well and engage effectively in their play. They challenge children by asking open questions such as 'do you know where apples come from?' and they enable children to take risks and problem solve. Children clearly enjoy their company and engage adults enthusiastically in their play. The staff treat children with respect and are loving towards them, they listen attentively and take an active interest in what they are doing. Fun and laughter dominate the setting and children confidently engage in meaningful play which they have instigated. For example, children enjoy rolling balls and cars down guttering, they then re-position the activity and introduce water where they are mesmerized by the direction of the water flow and catch it in containers squealing with delight. Children enjoy creating self portraits, using a variety of paints and textured resources, they look in the mirror and staff ask 'what colour is your skin, hair and eyes?' and they explore each others differences and similarities. Children are given many opportunities to mark make through the well resourced area which is also presented in outdoor activities. They use clip boards and make shopping lists and write menus. On arrival they self register by finding their name and then write it on some paper. Numeracy and problem solving is evident in all areas of play, children engage in singing number action songs, they use scales to discover the concept of light and heavy and balancing. A wide variety of construction materials enables children to compare size by creating tall and small towers and they create patterns by introducing different shaped bricks and colours creating sequences.

The effective key worker system and staffs knowledge of the Early Years Foundation Stage ensures that children's individual needs are met successfully. Parents are consulted on a regular basis and are involved in the assessment process. Children have access to a wide selection of books where they are discovering that words have meaning, they read stories to each other and discuss the pictures and ask open questions, puppets are also introduced to the book area and the story teller from the library visits on a regular basis. Children are learning about different animals as a parent brings lambs into the setting and they are involved in feeding them. They eagerly become involved in gardening activities as they skill fully use garden tools in the garden and grow sunflower seeds and beans. Children enjoy participating in a variety of festivals as they search for Easter bunnies and roll eggs down ramps. They have opportunities to try food from different countries as they have food tasting activities.

Children are developing an excellent understanding of what contributes to a

healthy lifestyle. They discuss what foods are healthy for them and bring in a piece of fruit to celebrate 'Fruity Friday' where they enjoy tasting different fruits and identify where they came from. Children are offered healthy nutritious snacks and are involved in baking activities such as making bread. They remain refreshed throughout the session as fresh drinking water is available in jugs which they freely help themselves to. Children understand that they need to wash their hands to remove the germs that can make them poorly. Children are given daily opportunities to experience fresh air and exercise as continuous outdoor provision is always available. However, staff have identified this as an area to develop. Children have regular visits from the community dentist who discusses dental hygiene.

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?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

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?	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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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