

Raglan Road Playgroup

Inspection report for early years provision

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Inspector	Lynda, Margaret Ronan
Setting address	The Scout Hut, Walton Park, 33 Raglan Road, Sale, M33 4AW
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Raglan Road Pre-School Playgroup opened in 1965 and operates from the main room of a scout hut. All children share access to a secure enclosed outdoor play area. It is situated in a residential area in Brooklands, Sale. Children attending come from the local area. It holds charity status and is managed by a committee.

The pre-school scheme is registered to provide care for a maximum of 25 children at any one time on the Early Years Register. The group opens four days a week during school term times. The playgroup sessions are from 9.15am until 11.45 am on Tuesday, Thursday and Friday, 12.30pm until 3pm Tuesdays, and the rising fives sessions 9.15am until 11.45pm on Wednesday and 12.30pm to 3pm Thursday.

There are currently 38 children aged from two to under five years old in total on register. Of these none receive funding for nursery education. The nursery employs four staff all of whom hold appropriate early years qualifications.

The nursery currently supports children who speak English as an additional language. The setting is supported by Trafford Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and enjoy their time at the setting. Children are encouraged to be independent learners by a supportive staff group. Partnership with parents is strong and the group work with other agencies to support children. Management evaluate their practice and have an awareness of their strengths and areas for development.

What steps need to be taken to improve provision further?

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

- further develop parents opportunities to contribute to their child's progress by encouraging further involvement in the assessment and learning processes
- ensure different learning styles are supported in all areas of learning in the outside environment
- monitor the planning for the learning environment to ensure it fully supports children to consolidate their understanding of planned activities or themes independently.

The effectiveness of leadership and management of the early years provision

Children are kept safe and protected within the setting. Staff have attended safeguarding and health and safety training, which has enabled them to devise and successfully implement procedures and strategies to ensure children's safety. The staff conduct thorough risk assessments of all areas of the provision including outings and unusual circumstances. Children are enabled to take appropriate responsibility for their own safety through planned activities, such as, a visit from the fire service and through everyday activities which support them to use equipment correctly and safely.

The management have a system in place to monitor and evaluate their practice which identifies areas of strength and areas for development. The system of evaluation is not inclusive, as not all members of staff are involved and parents are only involved through general questionnaires, not directly with the evaluation process. The assessment and planning process is monitored by individual staff and to some extent by management. This has led to a consistent good level of observation of children; the same consistency has not yet been achieved in delivering planned opportunities to children through the learning environment. For example, plans show the theme for the week to be Christmas but little in the environment reflects this, so children are not able to consolidate their understanding of the theme independently.

All staff are qualified and staff attend additional training on a regular basis. The group maintain a high adult to child ratio which facilitates individual support for each child. Staff work very well with parents to maintain a good dialogue through a number of strategies, such as, parent rotas, a parental management committee, day-to-day discussion, informative displays and notice boards and children's individual files. Strategies to involve parents in their children's learning through sharing planning and an open door policy ensures parents know what their children are doing. However the systems do not allow for any formal input from parents, for example contributing to their child's written records or the identification of their next steps in learning. The staff have some links with local schools and have worked with others to meet the needs of children attending the setting. Parents report a high level of satisfaction with the setting.

The quality and standards of the early years provision and outcomes for children

Children are very well behaved, confident, inquisitive and eager to become involved in the experiences offered. Children take responsibility for their own learning, choosing what activities to access and reorganising the environment to meet their needs. For example, children work together to carry water in a variety of receptacles from the water trough to the role play area in order to fill a pudding basin. They are learning to share and co-operate. Children learn an appreciation of others through activities, such as, painting faces of different emotions and by taking part in charity events such as Children in Need. Children effectively gain

skills for the future and learn to make a positive contribution.

The continuous provision inside allows children to explore all six areas of learning. Key workers record observations of their children's achievements and identify children's next steps in learning, and date these when they are achieved ensuring each area of learning is covered by each child. Overarching plans are developed for each week to incorporate opportunities for children to achieve the next steps in their learning, however these plans do not always identify which children are being targeted in each of the areas. Children can choose on a daily basis whether to access the outside environment for a time tabled period. The outside is equipped with a variety of resources to encourage children to play vigorously. Occasionally other areas of the curriculum, such as, mark making or knowledge of understanding of the world are introduced outside but there is no continuous provision in these areas of learning. This does not support those children who naturally learn through more rigorous activity.

Children have a wide variety of experiences. They gain an understanding of the world as they visit outside amenities such as the local park and allotments as well as venues further a field, such as, farms. They gain knowledge and physical skills as they play in gloop and dance and move with ribbons. They learn that print has meaning as they listen at story time and make marks with paint and chalks. Children build mathematical knowledge as they pour water, measure each other and decide who is tall and who is short and build and construct with a variety of equipment.

Children are supported to be strong and healthy. All staff have current first aid qualifications and maintain appropriate records to enable them to care for children. Children learn about healthy foods as they are offered healthy snacks and discuss food during activities, such as, growing bean sprouts. Children have regular opportunities to be active both indoors and outside as they climb on frames, ride bikes and slide on slides.

Children are happy and secure in the setting and are making progress towards the early learning goals.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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