

Hopwood Park Playgroup

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Hopwood Park Playgroup has been registered since 2009. It is run by an informal partnership and operates from a portable cabin at the Bowling Pavilion at Hopwood Park in the Heywood area of Rochdale. The playgroup has access to two large rooms, an entrance hall, an integral kitchen and a toilet area. There is easy access to the premises. It operates each weekday from 9am to 12 noon term time only.

The playgroup is registered on the Early Years Register. A maximum of 22 children may attend at any one time. There are currently 25 children aged from two to under five years on roll, some attend part-time.

There are four members of staff employed to work with the children, all of whom hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and thrive in an inclusive setting where they are valued as unique individuals. A safe and stimulating environment is provided where a good balance of adult-led and child-initiated activities promote children's progress towards the early learning goals. The effective partnerships with parents, local schools and other agencies successfully provide continuity of care for individual children. All staff are committed to bringing about sustainable improvements, and effective systems for self-evaluation result in positive outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop assessment systems to ensure children's next steps for learning are clearly identified
- improve daily opportunities for children to learn about the diversity of individuals and communities.

The effectiveness of leadership and management of the early years provision

Effective systems are in place for the recruitment, selection and induction of staff which provides a safe environment for children. Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by staff. Vigorous procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Children's welfare is promoted through effective risk assessments for all areas of the building and individual outings. These are conducted daily, monthly and annually reviewed on a regular basis, or

when the need arises. For example, a risk assessment was conducted on the day of inspection due to bad weather conditions as the outdoor area was very slippery and dangerous, so children remained indoors for their own safety. Access to the premises is vetted closely and visitors have to knock to gain access. There are also effective policies and procedures in place for the safe collection of children. Children are actively taught to be safety conscious without being fearful. Discussions take place during group times where staff offer clear explanations to children, developing children's awareness of their own safety. Children are aware they must not run whilst indoors and are proactive in tidying away activities when they have finished. They take pride in their environment and are aware of the location of items promoting their independence.

Staff are highly committed to ensuring they provide a stimulating and inclusive environment. Children develop a positive sense of identity and belonging as staff provide opportunities to celebrate different festivals and encourage children to respect each others uniqueness. Visual timetables are used to enable all children to communicate their needs, and photographs of children are displayed throughout the setting which gives them a strong sense of belonging. All staff hold relevant childcare qualifications and access a variety of training, of which the knowledge gained is implemented into their practice, ensuring outcomes for children are consistently good. All staff demonstrate a strong knowledge of the Early Years Foundation Stage and have successfully implemented effective assessment systems for all children. However, although individual children's next steps for learning are identified by the key worker and clearly incorporated into the planning, this is not consistently illustrated in children's individual profiles.

Effective links exist with parents and external agencies. Parents are given detailed information regarding their children's progress and are encouraged to contribute to their child's learning journal. A wealth of information is distributed through newsletters, display boards and questionnaires. As a result, children receive consistency of care and their individual needs are met effectively. Close links established with schools ensures the transition period is successful and effective. Children are given opportunities to visit their new school and new teachers are welcomed into the setting where they are able to observe the children in a familiar environment. External agencies are invited to attend the nursery to develop children's awareness about the local community and their health and well-being. For example, the local library.

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

Children play well together and are becoming active, curious and inquisitive learners. They participate in group activities identifying letters on cards using phonics. They are given lots of praise and encouragement from enthusiastic staff and they eagerly use the interactive wipe board to write letters they recognise. Each time a child says a new word, this is recorded on a speech bubble and displayed, which promotes new words and gives individuals confidence and a strong sense of belief in themselves. Children are learning about shapes which they are able to access independently from low level storage. They use their

imagination by placing two triangles together and exclaiming they have made a diamond. Children are learning about numbers in everyday situations as staff ask open questions encouraging them to become independent thinkers. Numbers are located around the environment, including interactive displays where children can perform simple addition and subtraction by role playing 10 green bottles. They demonstrate how they count backwards from five to one confidently and discover mathematical language, such as 'more', 'less', 'tall' and 'small'. They enjoy listening to music and operating simple programmable toys. They select CD's of their choice which they play and join in the singing.

Children are motivated and interested in a broad range of activities. Effective planning systems reflect on their individual interests which results in activities being meaningful to each child. For example, when children express an active interest in their environment, they are encouraged to look out of the window and they become excited when they see a robin. This leads to lots of discussions and they create their own robins which they proudly display on a wall, prompting discussions about colour and appearance. They explore nature as they create patterns on the floor using sticks, stones and leaves, and discuss what they have observed in their own garden.

Children's starting points are identified during the initial induction period and close liaison with parents ensures consistency of care is maintained. Staff use observational assessments and records to inform planning and support progress, and the next steps for learning are identified. Children are confident in expressing themselves, a 'Thinking tree' is displayed on the wall and children's thoughts and experiences are written on pictures of fruit and placed on the tree. As a result, children's social, physical and economic well-being is promoted well. The use of picture cards and photographs enable all children to fully participate in activities and feel a strong sense of belonging in the setting.

Children demonstrate a good understanding of diversity, engaging in a broad range of activities and experiences to help support this. They celebrate a variety of festivals and participate in discussions with staff. However, although there are a variety of resources which reflect diversity, these are limited in number which limits children's learning opportunities on a daily basis. Effective key worker systems enable them to build close and meaningful relationships. Children enjoy engaging staff in their play and staff clearly enjoy being with the children. They treat them with care and concern which is reflected in the way children behave towards each other. Children are learning about healthy lifestyles as they are offered a variety of healthy snacks. The setting has achieved a 'Golden Grin Award' for promoting healthy eating which is discussed regularly with the children. Children are developing a good awareness of personal hygiene. They are aware of the importance of washing their hands after visiting the toilet or before handling food. Staff discuss germs and promote vigilant hygiene practice in the setting, which reduces the risk of cross- infection. Children enjoy developing their independence skills as they proudly spread their own crackers and pour their own drinks. An effective exclusion policy ensures children are protected from infectious illnesses. All staff hold valid first aid certificates, enabling them to provide appropriate care in the event of accidents. Children learn that fresh air and exercise is good for them and they enjoy playing outside on a daily basis. They

visit the local park or access the enclosed tennis courts where they explore space and a variety of different body movements.

Children's behaviour is managed well, they thrive on praise and recognition for their achievements and proudly show off their stickers and stamps. They use their manners, take turns, are kind and courteous to each other, and have taken an active part in creating their own rules which they proudly adhere to.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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